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Extension

January, 1932

SCHOLASTIC COACH

Issued monthly for directors and coaches of high school and preparatory school athletics, and instructors in physical education by

SCHOLASTIC-ST. NICHOLAS CORPORATION

M. R. Robinson, President

Address all editorial and advertising communications to *Scholastic Coach*, 155 East 44th Street, New York, N. Y. Circulation department, 40 South Third Street, Columbus, Ohio. Branch advertising offices: Wabash Building, Pittsburgh, Penna.; 333 North Michigan Avenue, Chicago, Ill. G. Herbert McCracken, publisher; S. Z. Oppenheim, advertising manager.

THE SPORTSMANSHIP BROTHERHOOD, Inc., for the fostering and spreading of the spirit of sportsmanship throughout the world, is allied with *Scholastic Coach* and uses this journal as its official publication. Address communications to THE SPORTSMANSHIP BROTHERHOOD, Inc., 342 Madison Avenue, New York, N. Y. Matthew Woll, president; Devereux Milburn, Preston Davis, C. C. Goodrich, Marshall Field, vice presidents; James G. Blaine, treasurer; Daniel Chase, executive secretary.

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RUMORS WILD

Of course *Scholastic Coach* is going to resume publication next September. What a question! Think of it: somebody wrote in, in a worried hand, asking whether there was any truth in what he heard to the effect that *Scholastic Coach* was passing out. Our answer to that was: Do we look as though we are passing out? We are here to stay, so there.

From what we hear from our readers, among them leaders of note in the educational and recreational world, we are a pretty useful publication, right up there with the modern trend of thought and that sort of thing. So we think you will be missing something if you do not have your own personal copy of *Scholastic Coach*.

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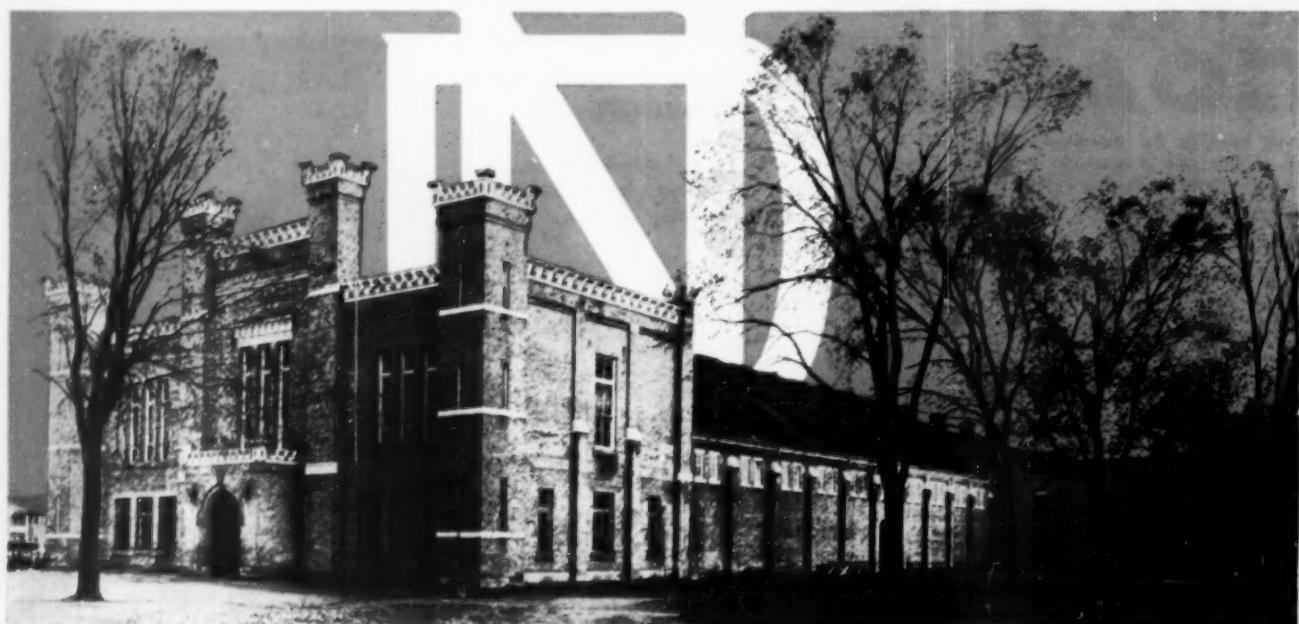
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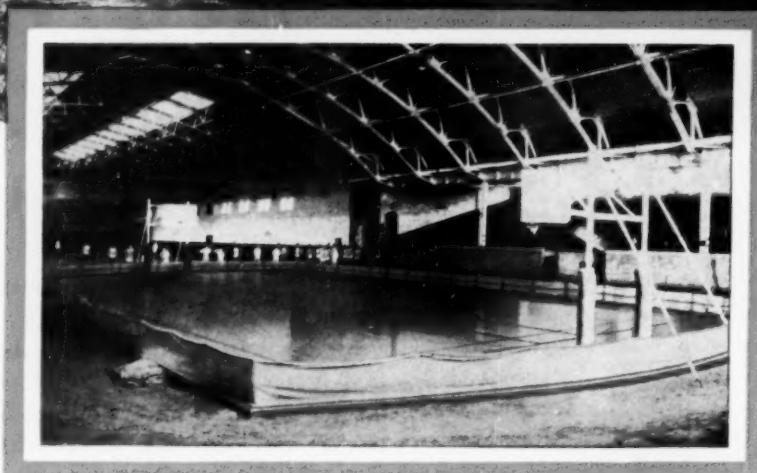
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EDITORIAL

Members of the SCHOLASTIC COACH ADVISORY BOARD write these editorials

Where Do We Go From Here?

HAVE we attained the ideal in our high school athletic program? If not, what significant developments may we expect in the years just ahead? These are questions of importance in the thinking of every high school educator who is not a drifter.

To get our bearings let us review a little of our athletic history. Ten years ago most of high school athletics were under, either directly or indirectly, the patronage of the colleges. Emerging into being during the nineties as definitely imitative of college athletics, football, baseball, track, and, later, basketball, in the form of inter-school contests, came to dominate the high school program. While State organizations long existed as an agency for controlling conditions of play, they were usually weak and often ineffective, and busy high school men encouraged the colleges to offer their facilities for tournament and meets, for among the high schools such facilities were entirely inadequate, if not wholly lacking. Undoubtedly this condition led to many abuses that were unwholesome for either the high school or the college.

Then, following the war, came such an increase in high school enrollment as no one had dared to dream of. This great increase in numbers led to the erection of fine buildings with splendid gymnasiums, swimming pools, and fine athletic fields, equipped for football, baseball, track, and tennis, which put into the shadow the best which any but the larger universities and colleges could boast. Coincident with this development came the organization of strong State athletic associations wielding a power undreamed of even by the early sponsors. With such equipment and such organization, it was only natural that the high schools should develop a sense of strength and independence in athletic matters. This has been the most significant aspect of recent athletic history.

And so today high school athletics—strong in their own right both in quality and organization—face the future like a young eagle about to try its wings. No one can believe that they have yet attained their final form. But if not, what changes may we look for? To this writer the answer is clear, for he has sensed a definite dissatisfaction with policies which restrict to the few the benefits which participation in athletics should bring to the many. Just how these benefits are to be secured for all is not apparent, but we know that the field of education is draw-

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JACK LIPPERT, Editor

ing to its ranks men of character and resourcefulness. It is inevitable, then, that the few next years will see new expedients developed and widely adopted.

The public, which already recognizes the worth of athletics as an agency for building health and character, will demand that their benefits be made available for all. Especially will they demand that those games which carry over a wholesome interest for later recreation shall be cultivated and sustained. The representative team will still have its

place, but it will not monopolize the time of the athletic staff or the space provided for the playing of games. Already progressive schools are working out the details of such a program. We need a thousand more of all sizes, types, and conditions to enter the same field of experimentation. Then we need to spread abroad information of their failures and successes, and gradually we will have evolving a saner procedure in the conduct of high school athletics.

L. L. FORSYTHE

FOR THE COACHING AND PHYSICAL EDUCATION DEPARTMENTS

IN HIS article on ice hockey in this issue of the *Coach*, Mr. Thomas K. Fisher comes to his conclusion with a statement of his opinion on the value of fight-talk. It is "useless, artificial, and often harmful to morale", he says. "Sympathetic, eager, intelligent encouragement and sane, self-contained advice are all that is necessary."

Mr. Fisher's opinion is one that is shared by many coaches, but we have a feeling that for every coach who believes in talking to his team in the reflective language of a man who has learned how to think and express his thoughts, there are two who hold that the traditional fight-talk with its appeal to the emotions is the surest way of equipping a team mentally for the battle that lies ahead.

We do not hold the belief that coaches can be divided into two big groups such as those who do give fight-talks and those who do not. We believe that many coaches give them on some occasions, while on others they will speak to their team from a more intellectual plane.

It would seem to us, however, that a coach who is absolutely sure of his subject would have less need for emotional oratory and histrionic demonstration of the Billy Sunday manner than a coach whose confidence in his knowledge of his subject has been shaken.

Between the periods of a game, how many coaches are there who know just what to say to the team; how to review the game critically up to its present point and in so doing help the players understand why it is that the score is what it is, and what they can do, if anything, to improve the situation? To shout at the team to "go out there now and give them all you've got," is a pretty, if trite, generalization, and may serve well to punctuate the coach's address if that address has contained some food for thought. But if it is merely the last of a series of fight-talk phrases with no mental meat between them, we feel that the players will return to the fray only superficially cured of what ailed them.

Much is to be said in support of the value of a fighting spirit in such team games as hockey, football and basketball. We hold firm to the belief that a fighting team technically imperfect will more often than not beat the cool and calculating team expert in handling itself but lacking a oneness of spirit and the dominating will to win.

But, on the other hand, we know that boys normally have these qualities for overcoming obstacles, giving the best

that is in them, etc., but that they do not normally have the faculty (because of their obsession with the actual physical scrimmage) of emerging from the end of a period with the mental poise and power that would help them to analyze the play of their team as a whole. Hence, it would seem that the wise coach would be one who would not give his team what they already have, and who would give them what they do not have.

"Whirlwind of Your Passion"

We do not mean to say that a coach should leave his emotions at home, and adopt the cool and calculating attitude of a professor lecturing on Plato's dialogues. Mr. Fisher's "sympathetic, eager, intelligent encouragement" does not send emotions out the window when intellect comes in the door. What Mr. Fisher believes to be out of place in the address of a coach to boys of high school age is that staged raving and waving of arms which is as untrue of the first-class coach as the folded-hands, weak-kneed attitude is of the first-class minister or priest.

Positions, Appointments

AN OFFICIAL of one of the large teachers' employment agencies remarked to us the other day that there is an ever-increasing demand from secondary schools for men teachers who are also qualified to coach some sport—football, basketball, soccer, ice hockey, baseball, track and field, and swimming being the sports most often mentioned. However, boxing, wrestling, golf, fencing, tumbling, tennis and general gymnastics appear pretty frequently.

We learned that this particular agency, until this year, had more combination jobs of this type than there were applicants to fill them. We do not know how generally true this was, but during the past twelve months the situation has been the other way around. Still, the fact that sports-going teachers are being sought more and more is encouraging, and to us it is the signal for doing something practical about it. This is what we are going to do.

We are going to open up one of our nice bright new columns, give it a dignified heading such as we have used above, and urge you the principal, the sports administrator, the superintendent who are looking for a teacher who can coach sports too; and you the teacher-coach who can jump from botany to basketball in fine stride, to send us your few lines of advertisement for publication

in this new column—at seventy cents per line, which is ultra-reasonable, considering where this magazine goes and to whom and how many. The average number of words per line is seven and one-half in our six-point type. *Scholastic Coach* headquarters at 155 East 44th Street, New York, will serve as the clearing house, so that there will be no need for anyone to mention names in public print. Copy for the February *Coach* is due Jan. 15 at the latest. Your advertisement will be given a key number, and would look something like this in type:

HIGH SCHOOL IN MISSISSIPPI, 250 boys, 180 girls, has opening on its staff for a gentleman teacher of elementary French or European and American history, and civics, who is also qualified to lead boys' groups in soccer every afternoon for two hours during the season, and to give instruction in this sport. Inquire A-122, *Scholastic Coach*, 155 East 44th Street, New York, N. Y.

COACH OF BASKETBALL, football, track and field, age 31, wants appointment as coach in eastern secondary school. Qualified teacher in all high school English. Master's degree. Has also taught social science. For further information, write TR-12, *Scholastic Coach*, 155 East 44th Street, New York, N. Y.

Well Done

COACHES who are educationally minded—and by that we mean those who are so teaching athletics that the students see sports and games in their proper perspective—are not viewing with alarm the trend in certain sections of the country toward the player-control system of athletics. In the philosophy of the player-control system it is ordered that the direction of the game itself shall be more and more turned over from the coach to the players.

Now every educator knows that one of the underlying philosophic principles of education embodies this very thing—so teaching the child that he can go on doing it for himself, and being ingenious about it. It is impossible for most football players to exercise their ingenuity. Everything they are likely to do during the course of the game has been given them by the coach, and if they ever so much as depart from the instructions they will hear about it between the halves and next day before practice.

Occasionally some high school team will, in a critical situation in a game, get together in the huddle and somebody will suggest a play which neither he nor the coach, nor anyone else connected with the team, had ever seen before. Occasionally these plays will work out and prove the turning point in the game. The players are rightfully exceeding proud of themselves, and the sensible coach will be proud of them too. If the play does not work, pride may not be showing on

the faces of the boys, but it should be felt by the coach, nevertheless. If the coach is educationally minded he will see at once that his players were impressed by the failure of their own device in a much more educative and lasting manner than had they failed on a play which the coach designed and had great faith in. If the team has only plays which the coach himself has ordered without ever encouraging and soliciting the brain-help of his players so that they feel that they also have contributed to the strategy of the campaign, then when these strictly coach-made plays fail to gain ground the players, who have great faith in their coach, will most always blame themselves and go on trusting in the play. The point is not whether the play is a sound one or not; it no doubt is very sound, and no doubt it was not executed as planned by the coach when it failed. The point is nearer the core of psychology than this: it is the point which should always be considered in the education of anybody, especially adolescents and pre-adolescents. And that point is that in the educational process every opportunity should be utilized by the teacher and coach to turn the thinking part of the job over to the student, the player.

The teacher and the coach play their vital part in imparting knowledge of the mechanics, technique and facts of the matter: if the teacher goes further than this and insists on thinking the thing out for the students, then he is trespassing on mental soil and hindering growth—to what extent nobody will ever know.

So it is in the field of games, especially games like football, soccer, rugby, basketball, ice hockey, field hockey, tennis, where the element of strategy is dominant, that the truly great coach can do great things to the mental development of his or her players. It is for this reason that such strategic games as these are much better all-around training for youth than such almost purely physical activities as swinging over the parallel bars, vaulting the horse, chinning yourself, swinging Indian clubs, military drilling, and you know the rest.

Allez Oop!

WE DO not want to be misunderstood here: we think that swinging Indian clubs, tumbling on the mats, doing intricate vaults and swings on the parallel bars, is great fun. We know many people who are bored by it, but they invariably are ones who cannot do anything when confronted by a leather horse.

But these things do not lend themselves readily to games in which the action is general and simultaneous on the part of all. The most popular game played in connection with them is "follow the leader". And "follow the leader" is just about the last game we would prescribe for developing the kind of character and personality we think desirable in a person. We like

to follow leaders only when they go places and do things which stir and fascinate us. We positively refuse to follow the leader who leads us to the edge of a cliff and jumps off. "Follow the leader" is a very fine game for individualists who, when they come to the cliff, have enough sense not to jump. Our only point in bringing this up is to show that we think that strategic games are much better balanced training for boys, and that they should be encouraged to take part in this type of play. And that once they are in it, the coach should so control his teaching as to allow the boy to seize at every opportunity that avails itself for thinking and planning with his own mind.

"A Fleeting Hieroglyph Is Every Lad"

BASKETBALL offers the player great opportunity to act for himself. Every basketball player is a quarterback. It is the framework of the game, and not the coaches, that makes basketball, ice hockey, soccer and rugby, much better training grounds, we think, than our American college-type of football, where every play is cut out and every blocking assignment made days before the actual game. We can think of nothing in the way of sports (unless it can be rowing in an eight-oared crew) which is less challenging to the imagination than the play of a lineman in football. Give us the quarterback job every time, if you please. Then we could be a knight in armor, a Napoleon, and a plotting Indian chief all wrapped in one.

Now basketball is a team game but what saves it for the players as individuals is the free play of the ball, which is constantly in the air and is yours one moment and theirs the next. "These galloping Galahads o'er the fields of morn; Swoop of a falcon across the gale, Dart of a humming bird in jewelled mail, Stance of a stag at gaze, the silver trail Of salmon leaping to the flickering fly."

Well, these snatches from the Reverend Mr. Lauderburn's poem "Basketball" in the December *Coach*, could never have been inspired by football as she is played by the coaches, or, we beg your pardon—by the players.

Still, basketball can be mechanized to a discouraging degree, but it not often is; never will it be premeditated and coach-planned to the extent that football is, as long as the ball continues to be tossed, so to speak, out among ten players for them to go to it. Rugby football is more like basketball, and therefore more of a players' game. American football is a spectators' game, and a coach's game. And it is very grand, withal. Indeed, we never miss an Army-Navy game, or a Yale-Harvard. We never miss the circus at Madison Square Garden, either. This isn't a plaint; just a sort of disorganized appraisal.

Not Forever Blowing Bubbles

AS ONE of the most successful bubble blowers in our neighborhood in the early twentieth century, we learned something at the age of three that has taken any number of our institutions of higher learning from seven to fifteen years to learn: to-wit, that a bubble can be blown only so big. There is also the story of the two men, half drunk, as are many of our institutions of higher learning on football punch, trying to find out, to settle a bet, who could lean out the window the farther—from the 84th floor of the Empire State Building.

As bubbles burst, so do the colleges' and universities' notions of the advertising value, or prestige, or whatever it is, of semi-professional, winning football. The latest big-time university to discover the error of its way, after seven years in the football wilderness and newspaper headlines, is New York University, the institution which John F. "Chick" Meehan, famed football coach, publicized in a manner worthy of the late Tex Rickard.

Now Mr. Meehan, having given N. Y. U. what was ordered—a big-time, talked-about, imitated football team which was so popular in New York City that the college field had to be abandoned and the games played in Yankee Stadium—has lost his football coaching job. Mr. Meehan is not going hungry. Mr. Meehan's football salary alone was \$15,000 annually, and, like Knute Rockne, Mr. Meehan had profitable strings attached to his football job. And, also, Mr. Meehan wisely had interested himself in another kind of construction business, and now he is the vice president of it—a legitimate organization which will build a gymnasium for you if you want one; or a skyscraper university (adv't.).

Who's Next?

We know Mr. Meehan, and think him a swell person. It is fun to be with him; his personality is strong; his strength infectious. The very next day after Mr. Meehan's resignation was announced, Chancellor Brown of N. Y. U. came out in the newspapers and said that N. Y. U. was done with "organized recruiting and subsidizing", etc., etc. The laugh, of course, is not on Mr. Meehan, who has always been honest and open, friendly and thorough; but on the University which pretended for seven years that it had a representative football team. Whereas, Mr. Meehan would tell you quite plainly that it was no more a representative football team than is the Chicago Cubs baseball team representative of that great city.

Excerpts from Mr. Meehan's statement to the press following the excitement:

"I'll never coach college football on a big-time basis again. I'm through with big gates, high pressure. I'm sick and

(Continued on page 21)

The Scholastic Coach: His Inheritance

By WARREN IRWIN

PART ONE

WHILE the scholastic coach as a vocation is a product of the most recent times, the mentorship of youth is the most venerable of professions. The athletic instructor of vision sees in his calling not merely the task of teaching the mechanics of play, but also the opportunity to exemplify a very practical philosophy of life so that he benefits his protégés in mind and character as well as in their bodies.

What tradition is to morale and what morale is to effectiveness, the coach knows only too well as these elements apply to his charges and their campaigns. But many a coach there is who is struggling along with a low morale himself because in the particular training which he has had for his professional duties, he has acquired little, if any, tradition that he may sense as the tradition of his mission in life.

One of the big advantages of the present status of the profession as far as the individual athletic instructor is concerned lies in what to the profession as a whole is a disadvantage. To be an "athletic coach" may mean much or it may mean little. There is a latitude in the term which permits a beautiful freedom for the individual but which includes in the profession much without which the profession would be better off.

It is a worthy aspiration of those engaged in this new profession of physical education to affiliate themselves and their calling with the medical profession. It is an aspiration fully warranted. The physical educator (to employ the term because of its comprehensiveness, not merely to be high hat) may well borrow traditions and morale from his brothers of the medical profession and adopt them as his own. He is entitled to such and he will find them helpful to him. But he may look to his own field for traditions peculiarly his own and it may surprise and inspire him to know that as far as American games, sports and pastimes are concerned, the traditions of this field are as venerable and as worthy as those of the medical field.

Without disparaging that noble profession it may be said truthfully that in the days of the first Americans, the doctors were very much charlatans and barbers, "Shoemakers and Weavers and Almanack Makers", while games, sports and pastimes were laying the foundation for a very notable and beneficial influence upon the social structure of the Nation that was to be.

When we speak of athletic tradition today, our minds wander off into a thousand bypaths of amateur and professional ranks: football, baseball, track, basket-

ball, rowing and where not; school, college, club, Y.M.C.A., church; to the Mike Murphys, Poe brothers, Spaldings, Naismiths, Rocknes. They all mean something to this new profession of physical education which has grown up where all these bypaths meet. But I believe we may go back to the very conception of the American people and there find a background that will be a real inspiration for the American school coach of today and one to which he is thoroughly entitled and which is appropriate to the field over which he presides.

The American people began to be in the seventeenth century, for when they put foot on this shore, Europeans (with some exceptions, to be sure), began to become Americans whether they were the Spaniards in Florida, the French in Canada, the English in New England and Virginia or the Dutch, Swedes, Germans and cosmopolitans sandwiched in between. The spirit of the new country was to manifest itself within a century and a half in a new Nation. This Nation was going to draw on all known liberal political institutions and pronounce and exemplify some principles that could only be inherent in the new land itself.

Now, the English were to receive most credit as our national progenitors and perhaps that is perfectly equitable inasmuch as the birth of this people cost the English the greatest labor pains. But the Dutch of New Netherland and the cosmopolitan people they absorbed into their colony had a profound influence upon what became our social customs and in this influence the games and pastimes which the Dutch encouraged, while others discouraged, played an important part.

Let us further orient ourselves as to the time of which we are speaking by getting a perspective on the medical profession of this time.

"It is demons which produce famine, unfruitfulness, corruptions of the air, pestilences," Origen had declared. "All diseases of Christians should be ascribed to these demons," Saint Augustine had said and Martin Luther had subscribed: "Pestilence, fever, and other severe diseases are naught else than the devil's work."

In the face of these holy decrees and subsequent condemnation of medicine, it was a courageous or unscrupulous man, or a grossly deluded though honest one, who attempted medical practice in the seventeenth century. Such poor facilities as there were for study, the medical man left behind him in Europe when he came to America, although Giles Firmin, before the middle of the century, was "reading" to his Massachusetts pupils on the basis

of an "anatomy", or skeleton, holding what was probably the first clinical instruction in America. Dr. Bryan Rossiter in Hartford in 1662 performed an autopsy upon a child—and discovered that she died from witchcraft.

Prescriptions were ordained of God, herbs and simples being plainly marked by His hand as to the affliction for which they should be used: Eyebright, which bears a spot like an eye, was for diseases of the eye; bugloss, like a snake's head, was for snake bite; celadine, with its yellow juice, was for jaundice. There was some understanding of contagion and a limited knowledge of hygiene, but Governor Winthrop of Connecticut employed such medical advice as this prescription for smallpox:

"In the month of March take toades as many as you will alive; putt them in an earthen pott, so that it may be half full; cover it with a broad tyle or Iron plate; then overwhelme the pott so that the bottom may be uppermost; put charcoals around about it. . . . Sett it on fire and lett it burn out and extinguish of itself; when it is cold take out the toades, and in an Iron mortar pound them very small. . . . Moderate the dose according to the strength of the parties."

The seventeenth century harked back to the Middle Ages for much of its medical lore and there was still a general belief in the efficacy of regal touch in curing diseases. Richard Wiseman, a foremost English surgeon of the time, says: "I myself have been a frequent eyewitness of many hundreds of cures performed by his Majesty's touch alone, without any assistance of chirurgery, and those, many of them, such as had tried out the endeavors of chirurgeons before they came thither." The royal touch was not to be had in the new world, so in 1687 we find a New Hampshire pauper petitioning the general assembly for permission and assistance to return to England to be so healed.

With superstition so prevalent it is not surprising to find the first Americans declaring the Indian medicine men "as able physicians as any in Europe" and employing the charms and herbs of the aborigines.

We may well imagine that the success of medical treatment in those days depended largely upon "the strength of the parties". Our forefathers of whatever nationality were a sturdy lot. In living the life of the new world and enduring its vicissitudes one simply did or did not. If he did not that was an end on't and little was to be said about it and still less to be done.

(Continued on page 23)

Every Player on Attack

By NAT HOLMAN

TEAM tactics are really individual tactics collectivized. Thus, in thinking of team tactics in basketball, one should not visualize a dull, mechanized system where players move about as cog-like robots, but rather a court style which allows for the freest play of individual resourcefulness. Therefore, when I talk of offensive and defensive team tactics, I really refer to the duties and individual mannerisms which should constitute the make-up of each player on the team. The total of individual attributes makes up team tactics.

I have always been a firm believer in and teacher of the five-man style of offensive play. This type of basketball does away with the distinction between forwards and guards once the ball is thrown up at center. Every man is a potential scoring man. Every player is part of the offensive drive.

How does this system work out in practice? A team takes the ball out underneath its opponents' basket. Immediately two players run down to about their own foul line. One of these is the "center man" whose functions I shall shortly describe. The other two men stand near the middle of the court, on opposite sides.

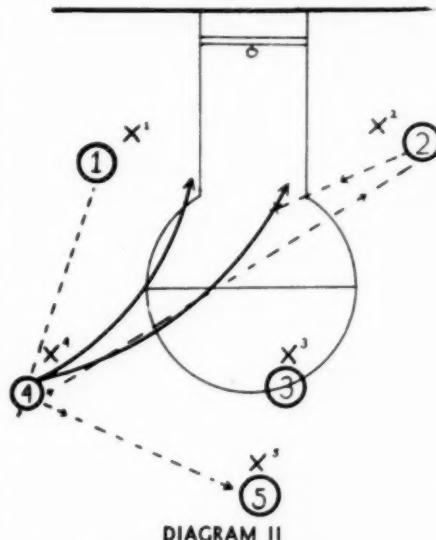


DIAGRAM II

A nice distribution of offensive players when you have possession of the ball (your No. 4 man has the ball) on the side of the court, not necessarily out of bounds. There is no reason why a team, on a delayed attack, cannot always manage to have two men down inside the defense, as No. 1 and No. 2 are in the diagram. With such a happy distribution of players intentional and premeditated block-plays are scarcely necessary, because practically any maneuver, however free of design, will result in what is called a block-play by the plain-spoken.

The ball is advanced slowly down the field, in criss-cross fashion, with no dribbling or long passing, until the opposing foul line is reached. It is here that the actual five-man offense begins to function. The players of the attacking team pass from side to side, into a corner, back to the center to receive a pass, into the corner, and out again, always ready for an opportunity to break for the basket. The passes made during these maneuvers are sure, short, sharp. There is practically no dribbling. An offensive player always moves toward the man with the ball. He always goes behind him to receive the pass, so as to avoid the opposing defensive player. The attacking players are never bunched together. They should always spread out.

Such maneuvering is the foundation of the five-man system, but it depends for its effectiveness on the individual activities of the members of the five. If these players are not alert, then the offense peters down into a pretty passing parade, barren of any scoring punch. The most important offensive stratagem, indeed the keynote of offensive play, is "cutting". By cutting is merely meant a break for the basket. But it is the smart basketball player, who, in the midst of these

The Subject of Defense is Also Taken Up Here

side-to-side maneuvers, knows when to break for the basket and how to avoid his opponent at the same time.

In moving from side to side, the player must always keep his eyes open to the constantly changing layout of the offensive zone. In coming out to meet the ball, he may suddenly discover an opening and make a break for the basket. The offensive player should try to open up a distance of about three feet on his opponent before cutting for the goal, so as to allow for a change in direction. A player who does not cut, but moves mechanically from side to side, is not a dangerous scoring player. A man is offensively dangerous in proportion to his skill and ability in cutting.

I have described the rudiments of the five-man offense—with the slow moving from side to side and the sudden sharp breaks for the basket. But there are certain individual stratagems, besides the cut, which can be used in the course of this constant maneuvering, and which are all potent offensive movements. One of these is the feint, which calls for the man with the ball swaying his body, from the hips up, in one direction, thus drawing his opponent over, and then taking a long dribble to the opposite side. What I term the "up and under" is another effective offensive play. The player with the ball gets set for a shot from the field,

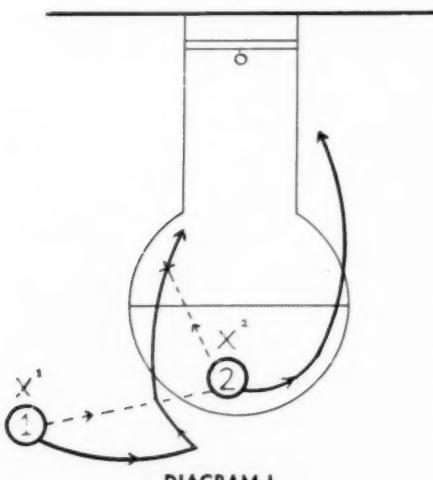


DIAGRAM I

Center-man, or pivot play, in one of its variations. No. 2, his back to his own goal, receives a pass (bounce pass likely) from No. 1, who, in order to lose his guard, X-1, cuts to the right, then changes his direction and receives short return pass from No. 2. Another variation of the play has No. 1, instead of reversing his direction, continuing on in his original course to the right, receiving a pass from No. 2 at close quarters, the block being automatic as X-1 finds the obstacle of No. 2 and the defensive player X-2 taking up quite a bit of floor space. Of course the proper defensive maneuver here again is the switch—for X-2 to switch to guard No. 1, while X-1 guards No. 2.

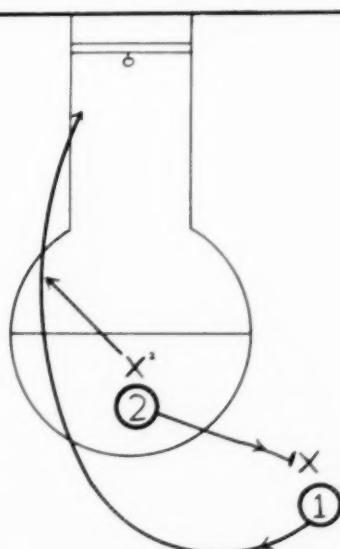


DIAGRAM III

"This, simply, is switching," says Mr. Holman. No. 2 has gone over to block for No. 1 who cuts for the basket, but it will be to no avail if the defensive pair, X-1 and X-2, instead of sticking to their own particular opponents, coöperate by trading responsibilities for the nonce.

goes through all the motions, and then as his opponent leaves his feet and goes "up", the player with the ball goes "under" and dribbles by. Sometimes a player, when coming out of a corner toward the ball, feels his opponent close to him, swerves sharply and runs for the goal. This is called a "reverse".

Thus the capable and dangerous offensive player must be able to handle a ball, must be fast, must know when and how to cut, must have at his command the different offensive tricks which I have described. And it is most important for

1 either shoots or makes a second pass to the center man. It is important that the pass to the center be bounced from the side, because from this position it is less likely to be intercepted.

The center man must go down the field first as soon as his team gains possession of the ball. He maneuvers in and out of the center zone to disconcert his opponent. He signals just where he wants the ball, and thus aids his team-mates. He may pivot with or without the ball, and is a potential scoring man. He must handle the ball cleanly, sense situations, and have a keen passing sense, taking care not to throw the ball to a covered team-mate.

I do not use the center play as a major threat unless I have a good-sized man with whom to work. It is an excellent policy to have two men capable of working the play, and to alternate them during the game. If I find that for some reason the play is not being used effectively, I have it discontinued, and use a straight five-man offense.

In this rapid-handling system of basketball players must think quickly. Situations must be sized up without loss of time. For example, in Diagram II, the offensive five takes possession of the ball on the side of the floor in scoring territory. The players spread out so that the man on the outside with the ball (No. 4) can do any of three things with the ball. He can pass to No. 1 and follow the ball for a return pass toward the basket. He can pass to No. 2, the center man, who can make the return pass, as he sees fit. Or No. 4 can pass to No. 5, who can start the offensive play.

Sometimes, when my team finds it difficult to penetrate the opposing waiting defense, I resort to a style of play which I term "bringing out the ball". This is a delayed offensive style, and must not be confused with "freezing", which I shall discuss shortly. The ball is brought out to the center of the court, and passed around slowly, from side to side. A center man is used, and although he is out of what is usually considered the scoring zone, the players should always be on the lookout for scoring opportunities. I have often found this system effective in weakening and opening up the opposing defense.

Freezing the ball is an entirely different procedure. With only a few moments left to play, and with the offensive team holding a lead of a point or two, I think it perfectly legitimate for that team to resort to freezing the ball. In freezing the ball, a man is stationed in the center of the court as a safety measure. The other four men work from side to side in the back court, passing surely, avoiding dribbling, and taking care not to be forced too far back. When a player is in danger, he should pass to the center man. No player should shoot unless he has an ab-

solutely clear and unmolested shot underneath the basket.

My space is limited, and let me summarize some other offensive points which should constantly be borne in mind:

(1) Let each man on the team handle the ball for the first minute or so of play without any attempt being made to score.

(2) When a player is free, let him yell loudly for the ball. Conversely, the passer must use his judgment and not pass merely because an opponent shouts.

(3) When two offensive men have possession of the ball against one opponent, let them spread out to the sides.

(4) Before the game and after every time-out, plan the next two plays.

(5) Signals should be given by a forward, and the center should walk into the box slowly, so as to give his team-mates a chance to note the signals.

(6) There should be little dribbling, or long passing. Neither should there be long shooting, except when the player is set and is unable to pass in.

(7) Long shots may be taken when there is a minute or less remaining to the end of a quarter or half.

(8) When a team is behind at the end of a game, it should not rush wildly, but rather it should act with speed and precision.

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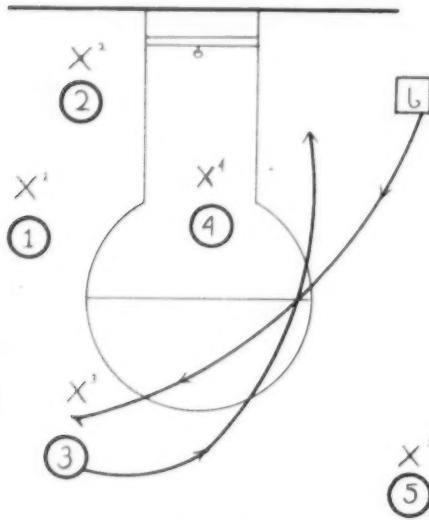


DIAGRAM IV.

The player in the square 6 is the sixth man on the attacking team, added for the practice purpose of creating blocks. He is the intentional blocker, and you, as coach, might do well to have every man on the team take a fling at being the "free-lance" blocker, the "roving" blocker. Let him block where and when he pleases; use his own brain. This is an effective way to develop real individualism which does not interfere with team objectives. The individual here, like the blocker in football, is doing a major team duty.

the player on the offense to watch closely his defensive rival, to take advantage of the latter's momentary slip or carelessness.

No description of even the barest outline of my offensive style of play would be complete without an account of the "center play" or "foul line" play, now used throughout the United States. The play was introduced by the Original Celts, where it was worked to near perfection by "Dutch" Dehnert. About five years ago I brought the play to the college of the City of New York. The play is an integral part of my system now, and it is important mainly because it encourages cutting on the part of the members of the team.

In Diagram I are shown the actual mechanics of this play. No. 1 throws a bounce pass to the center man (No. 2) and cuts for the basket, changing direction in his break. He receives a return pass from No. 2, who pivots away from the cutter (No. 1) toward the goal. No.

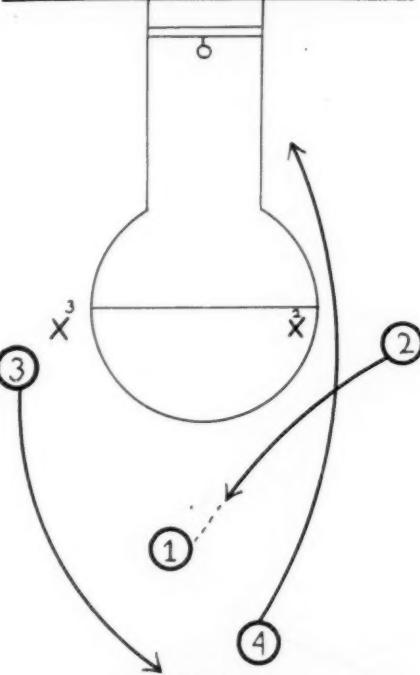


DIAGRAM V

The "guards down" center-tap play. Guard 4 goes down; opponents, Guards X-2 and X-3, should play "heads up" when they see the tap being lost, because if they drive in toward center on the heels of their forwards, the opposing guards (Guard No. 4 in this diagram) will have the wide open spaces in scoring territory to himself, as his forward, No. 2, drives in to take the tap directly. Sometimes the center, No. 1, can tap so accurately that he will tap the ball right directly into the hands of No. 4, over the heads of all others. The play operates either right or left, of course, and is probably the most successful center-tap play in basketball, generally speaking.

DEFENSE BLOCKING ATTEMPT
TO SKATE BETWEENSKATING OFF OPPONENT
WHO HAS PUCKRUNNING LEFT FOOT ALONGSIDE SWINGING ON HALF CIRCLE AND
PUCK TO PREVENT PASS BACK BY OPPONENT ON FACE-OFF

Ice Hockey System

By THOMAS KNIGHT FISHER

Mr. Fisher is coach of hockey at St. Paul's School, Concord, N. H. He played on the Harvard teams of 1915, '16, '17. The accompanying illustrations are from his book, "Ice Hockey" (Scribner's).

THE modern game of ice hockey is such a tremendously complex and intricate affair that definite organization of practice sessions and a well-conceived system of play are essential if a high standard of achievement is to be attained. The training of the individual, and what is far more important—but what is based upon the first step—the training of a combination of individuals, are rightly time-consuming and intensive. Until the parts of the machine are fabricated, polished, and fitted together according to schedule, the engine cannot be expected to run.

With the approach of the hockey season, every coach is concerned with the initial preparations which are so important to progress on the ice. Instead of dividing his available material into heterogeneous squads, if he will post a list of definite teams of nine players (include two lines) and assign a boy manager to each—also a coach to each if he is so fortunate as to have capable and cooperative assistants—efficiency will be vastly increased.

Candidates should be made to under-

stand clearly that these first assignments are for organizational purposes and are purely tentative. Before the first meeting of the season in which the keynote of the year will be sounded, managers should be required to report the experience of members of their teams, whether a candidate shoots right or left, what his preference is as to position, whether goal-guard aspirants have played baseball, et cetera.

Then for the few days preceding ice, schedule regular blackboard talks at which all types of play are eventually diagrammed, followed by half-hour shooting practice periods in the gymnasium, each to be supplemented by a short outdoor run. During shooting practice, managers should record the number of shots, stops made, and goals scored.

When ice arrives, if you are using a pond, have all teams report together, as comparison of skating ability is thereby made easier. If you have one or two rinks with built-up ice, you will naturally resort to scheduled periods. Starting with the assumption that you will have fourteen practice days before your first game, I shall outline a comparatively thorough and progressive program, though the immense amount of special and individual coaching cannot be touched upon here, nor the method of its insertion.

FIRST AND SECOND DAYS

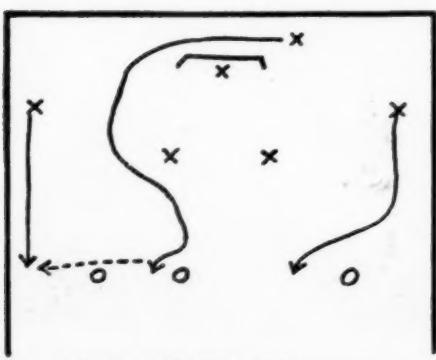
Have everyone, including goal-guards, skate without pucks but with sticks for fifteen minutes, striving for long, rhythmical strokes first on the inner and then on the outer edge, all candidates keeping within a well-defined area under your near observation. Follow with ten minutes of individual puck manipulation, the stick to be moved back and forth as rapidly as possible while still retaining control. Next run off two fifty-foot sprints for each team in turn, involving a stop and return to starting point, having man-

agers record results. Finally, for forty-five minutes, let each set of two teams play a game just for the fun of it, the coach merely observing and making mental and penciled notes. As a result, make only the most obvious shifts in line-ups. End official practice but permit general skating, and coach individuals in skating and puck handling.

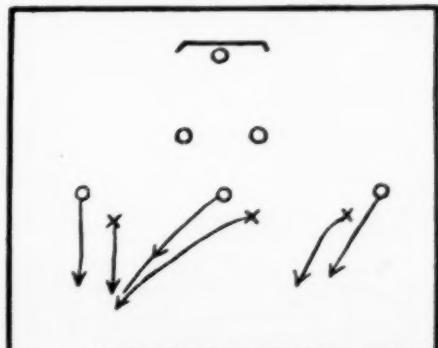
THIRD AND FOURTH DAYS

With either high or low boards in place, begin your practice with a five-minute warm-up by the individual with a puck, making an iron-bound rule that no one shall shoot at the goal unless the goal-guard has called his name. For ten minutes have pairs work on correct passing and receiving, both lateral and forward. For another ten minutes, coach the individuals of each pair, one as defender and the other as attacker, alternating them. Then for fifteen minutes, with one team using each half of a rink, have individuals skate fast in turn towards the goal and shoot, following up their own shot for rebound. Do the same for another quarter-hour but with a single defense player operating in position, alternating defense players on each rush. Finally, conduct a thirty-minute scrim-

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ATTACKING OPPONENT LINE



LINE STOPPING OPPONENT ATTACK



The hands go out to meet the ball, with the throwing hand (the right hand in this instance) slightly higher on the ball than the other hand. The fingers do the work; the ball never touches the heel of the hand; the arms are drawn in as the ball touches the finger-tips, thus cushioning the reception of the ball and reducing the liability of fumbling. From this fundamentally sound position of the hands in catching the ball, the player can execute any of the possible succeeding movements (as illustrated) without changing the position of the hands on the ball. Note in all the pictures that the hands are contacting the ball at the same points as when the ball was caught as above.

MR. HOLMAN, in his article on tactics in this issue of the *Coach*, tells us what to do with a basketball after we catch it. Catching the ball is the premier movement of the game, without which no team can even begin to do what Mr. Holman, and other experts according to their several systems, advise.

The younger high school boys and beginners in basketball will perhaps instinctively catch the ball with their hands in good position, but it is not enough that the young novice be mechanically correct in this fundamental movement: he should know why the form is sound, and, particularly in the movement of catching the ball, he should know how well his next maneuver is expedited if he has caught the ball properly—that is, with the throwing hand a little higher than the other hand, with the fingers relaxed and open so as to permit reception of the ball by the sensitive finger-tips, with the arms extended to meet the ball.

The practiced player, of course, will extend his arms to meet the ball only when he feels it is necessary to do so to get in ahead of an opponent; at other times he may allow the ball to come all the way in to within a few inches of his body before making the actual catching movement with the hands. But it is not the practiced player for whose benefit this is written, but the beginner or the unpolished young player of several years' experience, and these are deserving of more attention than the practiced player who already is conditioned in the proper muscular responses. The habit of going to meet the ball with both body and arms must be inculcated in the beginner.

A basketball slogan I like to hear coaches sing up and down the practice session, and see them paste on the walls of the gymnasium and locker room, is:

CATCH THE BALL; RUN TOWARD IT

The Right Way to Receive a Basketball to Expedite Its Next Move

By JACK LIPPERT



The ball drawn in close to the body for protection in event the receiver has had to pivot, or has had to hesitate before deciding what to do with the ball he has just caught.

Possession of the ball. Get the ball, and keep the ball.

These are obvious tenets of the game, and you and I, when we join the boys in a jolly scrimmage, know the supreme value of our side's getting the ball and keeping it, and we act accordingly, our physical condition permitting. But our young protégés, to judge by their many extravagant and wasteful passes, seem to think that a basketball is like a tennis ball, something to be delivered over to the other side.

Of course the youngest of players is perfectly aware that the big idea is not to give the ball to the other side and that the object all sublime is to put it through the "hoople", as the goal is colloquially called on the sidewalks of New York.

But they are not always aware, and they often seem to a coach to be woefully unaware, of the need for surety and accuracy in the various and necessary maneuvers called "floor work" which occur before the ball can be passed into a position for its flight to the basket.

Boys are often like that: they see the ball and they see the basket, and their impetuosity, their eagerness to have the ball deposited posthaste in the receptacle designed for it, is so far removed from thoughts of method and tactics, that it is only natural that they fight and fumble the ball.

So, as one who has suffered countless moments of agony on the edge of the bench, observing with horror the carelessness of boys in their so-called handling of a basketball, I feel within me the impetus for producing these few words and photographs, not as something that is not generally known, but as something that is not generally said and photographed.

Now, as I say to the beginners, when a basketball comes to you, you know already from what I told you yesterday

and the day before, that you must not stand there like a wooden Indian and wait for it to reach your magnetic hands. On the contrary, you must have an awareness of the approximity of one or more opponents, who, while you are standing there may cut you out of the play by intercepting the pass. So you will please move toward the pass directly or at some nice diagonal unless you have definite knowledge or awareness that no opponent is near enough to you to deprive you of the ball you are expecting.

I remind the boys of this again and again until they will themselves, the instant after they have failed to move toward a pass, turn quickly and say, "Yes, don't tell me, I know what was wrong."

And, when they reach this state of mind, gentlemen, you will have to think



The ball raised to shoulder level for a pass



Without any adjustment of the hands, the ball is brought to a shooting position, or to a position for a short push-pass. If the time and situation allow, the hands may be moved more on top of the ball, as some players like to take this type of shot with the hands higher on the ball.

of something new to preach, because they are beginning to coach themselves, and you have done your job well. (See editorial, "Well Done", on page 5.)

Under the fundamental "catching the ball" would certainly come as Point No. 1, "moving toward the pass", or, as it is sometimes called, "running to meet the pass". All of us know how most beginners fail to grasp this thought and convert it into action. Beginners will (no doubt because all during their lives they had been favored with the ministrations of good mothers who brought them what they needed!) stand flatfooted and wait for the ball to arrive in their hands. It is great fun disillusioning these flatfooted waiters, and one of the most effective drills I have found for encouraging them to move to meet the pass is to form a group of four or five with one ball. Tell them that their movement is restricted to one designated half of the floor. They are all team-mates, and the only opposition present is imaginary.

These four or five boys are now to pass the ball among themselves, but no boy is to pass the ball to another unless the other is in motion toward the ball, but not necessarily directly head-on toward it, because it would not be simulating game conditions to run always directly toward the passer. In this unopposed drill, the players should walk during the first few minutes of it, then they should begin to speed up a little at a dog trot. After a player has passed the ball, he should go to the side of the floor if he is in the center; go to a corner if he is under the basket; pull out toward the center if he is in a corner or under the basket, etc.

After a player has caught the ball, he should come to a stop (good practice in stopping) and he should be encouraged to make an instantaneous pass, the direction and destination of which he should have had in mind as he was about to receive the ball. But if he cannot make a safe pass instantaneously (a pass to a team-mate who is moving or cutting

soundly) he should temporize (perhaps pivoting or taking a one-bounce dribble) until a team-mate has presented himself in the proper position and motion.

After I have given this drill to beginners, I am always pleasantly surprised to find how quickly they acquire the new habit of running to meet the ball instead of standing and waiting for it.

The next step is to set up a three-man defense against the five-man attack; instruct the three-man defense to wait in formation until the attack has maneuvered the ball to within shooting range. This is something less than a scrimmage, but it affords opportunities for corrective coaching which would be more difficult under conditions of a full scrimmage.



Pushing off for a dribble. The ball and hands have been turned, but the hands are at their same point of contact on the ball. The grip on the ball has not been changed, nor need it ever be if the original catch is sound.

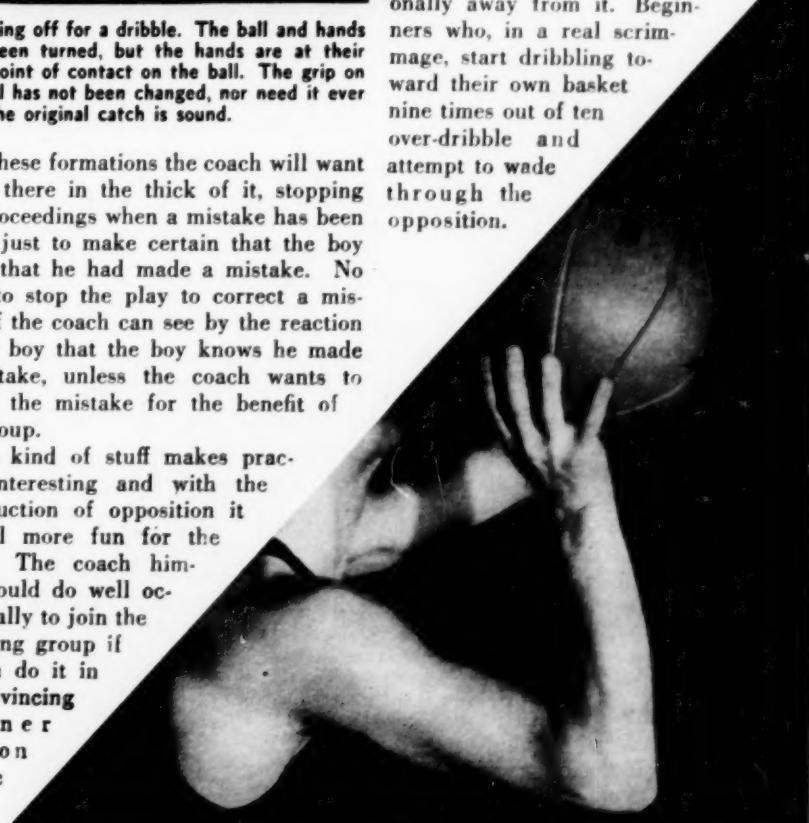
In these formations the coach will want to be there in the thick of it, stopping the proceedings when a mistake has been made just to make certain that the boy knew that he had made a mistake. No need to stop the play to correct a mistake if the coach can see by the reaction of the boy that the boy knows he made a mistake, unless the coach wants to utilize the mistake for the benefit of the group.

This kind of stuff makes practice interesting and with the introduction of opposition it is still more fun for the boys. The coach himself would do well occasionally to join the attacking group if he can do it in a convincing manner and on these

occasions when he joins the drill he may want to have the whole squad come near to observe the attack as it weaves in and out through the defense, stressing possession of the ball. I forgot to say that for the first part of this drill there is no need to shoot at the basket: as soon as the attack has worked the ball to a receiver who is in a position to shoot, that receiver should make a back-pass to the back-court and the attack be renewed.

A definite order should be standing restricting the use of the dribble by beginners, who naturally want to bounce the ball as soon as they place their hands on it. The temptation is stronger in some boys than in others, but if one member of the class is permitted to dribble in excess it will be very difficult to convince the others that they should not do it. Because every boy, regardless of how poorly he plays basketball, thinks himself capable of making his next dribble a successful one, no matter how futile were his previous attempts.

This trait for overcoming previous failures is, of course, one not to be discouraged, and I doubt whether it could be discouraged in most boys. But the point to strike home in these passing drills is that the dribble is not to be used except when the player is unable to locate a team-mate eligible according to the regulations of the drill. Then the player may dribble *not toward his own goal* but directly or diagonally away from it. Beginners who, in a real scrimmage, start dribbling toward their own basket nine times out of ten over-dribble and attempt to wade through the opposition.



The important one-hand, running-leap shot, for the basket. Without changing the relative position of the hands on the ball from the way in which it was first caught, the hands and ball are turned so that the right hand is under the ball, the elbow is cocked, and the fingers are in their same spread position, ready to apply whatever fine touch to the ball is needed to place it high and lightly on the board for the shot.

Student Leadership in Athletics

By DE FORREST SHOWLEY

Mr. Showley is director of intramural athletics of the New Trier Township High School, Winnetka, Ill., where the school facilities include two athletic fields, eight marble-dust tennis courts, a combination field house and gymnasium with natatorium, rifle range, laundry, eleven-lap-to-the-mile indoor track, eleven-lane 50-yard straightaway, jumping pits, golf driving net, baseball batting cage, shot-put circle, five separate gymnasiums, two combination handball and squash courts, training room, eight offices and two lecture rooms.

THREE is a growing tendency in the larger and better equipped high schools of America to provide intramural sports in which the entire student body may have the opportunity to participate.

If this intramural work is to be conducted on a large scale, the director is confronted with a serious problem. Where is he to obtain a group of individuals who are competent to take charge of the various intramural athletic events? The athletic department, though it may contain several members on its staff, is altogether too small to supervise perhaps from 100 to 200 teams. Faculty men without training in this branch of work are frequently not qualified to act as coaches or referees, for they know little about the games which they are asked to supervise. Neither is it fair to heap additional responsibilities upon men who already have full teaching loads. Of course, by a reduction in teaching load, instructors thus released from classroom work would be available to carry on intramural supervision. To do this, however, would cost money—and school boards are reluctant to spend money needlessly.

How, then, may a school provide for an extensive intramural program without spending more money and without depriving the instructor outside the athletic department of valuable time necessary for the performance of his classroom duties?

The athletic department of New Trier High School, after giving careful consideration to its intramural program, decided that students properly trained to supervise or manage groups could be used effectively to organize, coach and referee games of the

various intramural teams. The work was carefully organized and the most competent boys were delegated to act as managers. As time went on, the boys selected as managers not only became extraordinarily proficient in managing their teams but also developed an enthusiasm for athletic work which spread throughout the school. The intramural program has developed to such an extent during the past five years that there are now thirty-six managers doing effective work assisting in varsity or interschool athletics. Forty-eight boys were used in the promotion of intramural athletics in 1930-'31, and during the 1931 football season eleven students, under the supervision of one faculty man, assisted in coaching eight of the ten intramural football teams, in which 210 boys participated.

The actual need for student managers can be seen when one realizes that in 1930 New Trier High School, with its enrollment of 1,907 students (985 of this number boys), had 156 intramural teams engaged in only five of the twenty-one activities offered on the intramural program. This number does not include sixteen other intramural sports nor the fourteen interscholastic teams. The extensive intramural athletic program promoted by the girls' department is also omitted. Clearly the success of the intramural athletic program at New Trier must depend solely upon careful planning. Only through enlisting the aid of student managers and leaders can such an undertaking be economically and efficiently conducted.

The accompanying chart given below shows the number of boys participating in the five most popular sports and the

total number of boys participating in all varsity sports.

The chart shows that in intramural work, four activities at New Trier attract more student participants than the great American game of football. Playground ball, which has no prominence in interscholastic competition, attracts 41 per cent of the boys. The very fact that basketball, playground ball, volleyball and track are less complicated than football enables student managers to direct these activities successfully without having so much highly specialized training in athletics.

Advantages To Student Managers

1. Their scope of acquaintances is enlarged. They learn to know their schoolmates better and form new acquaintances among the players and managers of other teams.
2. By following the various teams in their athletic activities they learn by observation and conversation the rules and technicalities of sports, which means a better understanding and appreciation of the various athletic events.
3. If managers can secure coöperation and efficiency in dealing with students, their chances of success in life are increased.
4. Managerial positions develop leaders. Responsibilities should be allotted and followed up for results.
5. Managers have an opportunity to assist captains and team members in promoting sportsmanship by observing infractions of rules, prompt acceptance of officials' decisions, controlling the language and conduct of players.
6. Management develops reliability. The superior grade of reliability of managers and team members is marked by prompt appearance for scheduled matches or games, faithfully carrying out rules in regard to eligibility, etc., and having lineups written out and turned in to scorers before scheduled starting time.
7. Managers receive sound business training. The Carnegie Report in Bulletin

BOYS PARTICIPATING IN 1930-'31

SPORT	INTRAMURAL			VARSITY			TOTAL	
	Boys	Pct.	Teams	Boys	Pct.	Teams	Boys	Pct.
Basketball	463	47%	62	55	6%	5	518	53%
Playground Ball	408	41%	28	—	—	—	408	41%
Volley Ball	365	37%	28	—	—	—	365	37%
Track (Indoor, Winter)	276	28%	28	41	4%	2	317	32%
Football	192	19%	10	80	8%	2	272	28%

(The above are the five leading sports from a total of twenty-one different activities offered so far as participation is concerned during the 1930-'31 season.)

Swimming	43	4%	2
Track (Outdoor)	32	3%	2
Baseball	28	3%	1
Tennis	11	1%	1
Golf	7	1%	1

Total Varsity Teams 14

Many students so thoroughly enjoy intramural athletic activities that they take advantage of the opportunity to enter in several activities. The chart below gives the number of different events in which boys participated:

No. of Events	0	1	2	3	4	5	6	7	8	9	10	11	12	13
No. Boys Play'g	166	136	142	121	139	102	82	50	19	17	5	2	2	2
Per cent	17	14	14	12	14	10	8	5	2	2	.5	.2	.2	.2

Eighty-three per cent of the boys participated in one or more of the twenty-one separate intramural activities offered.

Twenty-three has the following to say about the athletic manager and business in a chapter devoted to athletic participation and its results: "Whatever opinion may be held concerning the value of athletics in general as a preparation for a business career, there appears to be little doubt that the work of the manager of a class or a varsity team or crew, through inculcation of habits of accuracy and purposeful activity, is directly related to a business career."

Selection of Student Managers

Each freshman or sophomore who desires to serve as a manager is given a questionnaire containing a general statement urging active participation in the sport if possible. This statement is followed by the suggestion that those unable to play on the various teams should consider the values gained by serving as student managers. The data given by a student are as follows: date of application, applicant's name, age, scholastic average for last month as well as for previous semester, the adviser's name, name of the boy's father, and the type of sport in which the student wishes to serve as manager. The personal signatures of the parent and adviser are desired because the director of intramural activities recognizes that these persons know of the boy's intentions and realize the value of such participation to the boy and to the school.

Duties of Student Managers

Duties of student managers may vary with schools, sports and weather conditions, but if the manager has his specific duties outlined and a working schedule set up, he at least knows what is expected of him. Occasional meetings of managers as each sport is introduced make it possible to organize a working schedule with assignment of duties specifically allotted to each manager. Mimeograph copies of such a working schedule and assignments in the hands of each manager make "forgetting" a poor excuse for the less conscientious.

A service chart in the locker room where the time may be checked when each manager checks in and out generally results in prompt appearance and acceptance of responsibilities as well as indicating where credit is due at the end of the season.

The selection of managers either at the end or beginning of the season which is necessary in a progressive system of student managers should eliminate those less responsible and elevate those more deserving. All managers, whether selected or rejected, should feel that they have had a fair chance and are not rejected because of the whim or particular

dislike of one or two individuals. A democratic feeling is generally produced by having each manager rate the others on ballots. In addition to the ratings provided by the various managers, the locker room attendant is asked to pass judgment upon the qualifications of the student athletic managers. The coach uses all this material to guide him in appraising the work done by the student managers.

Awards for managers serve to stimulate participation and focus attention on an activity which many would never consider entering if awards were not given. The intrinsic value, of course, is not the major consideration, because a boy could



STUDENT COACHES OF INTRAMURAL TEAMS

work two or three hours at most any work and be compensated more intrinsically than in receiving most managers' awards. Major and minor letters, some with distinguishing marks such as bars of different color through the letter, others with the word "manager" filled in, also numerals and small medals, are the most common types of awards for managers. All managers generally receive season tickets for all home games. Quite often the season ticket is all the freshmen and sophomore managers receive during their probationary period except that they have the opportunity to be promoted to a junior managership and later, if faithful enough, to a senior position.

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SPORTS CLUB

The "Sports Club" is an extra-curricular activity at New Trier High School organized in 1927, with an original charter membership of thirty-six boys. The club has a constitution, the usual officers, and has continued with increasing importance since its organization. The dues are one dollar for the first semester for each new member and fifty cents for each semester thereafter.

Objects of the Club

1. To sponsor, promote and conduct as many intramural sports as possible and yet be consistent with the policies of the department of health and physical education.

2. To educate in methods of playing and officiating the various sports.
3. To propagate sportsmanship and a spirit of fair play in all interscholastic and intramural sports among spectators, officials and players.

Meetings

Meetings are held every Wednesday during the school year immediately after school and are conducted by the officers of the club. Subjects discussed by the members are as follows:

1. Lectures on various sports with discussions on rules.
2. The method and technique of officiating practice varsity games and intramural games in the various sports.
3. Reports by members on the officiating done by experts in college games and high school contests.
4. Practical demonstrations of officiating.

At these meetings the members are given an opportunity to volunteer service in officiating intramural games.

Awards and Point System

The one or two outstanding Sports Club members who contribute most in the form of unselfish service to the club and in the promotion of intramural sports are honored each year by having his or their names engraved on a trophy which is displayed in the Boys' Club Room (a social center for all boys in the school).

Senior boys who have contributed a certain amount of service (600 points) as determined by the point system given below, are presented with silver medals.

Football—Referee (10); umpire and timer (8); head linesman (6); linesman (2); scorer or reporter (4).

Basketball—Referee (10); umpire (10); scorer or reporter (8); timer (5).

Playground Ball—Umpires, balls and strikes (10); bases (7); scorer or reporter (8).

Volley Ball—Referee (10); scorer or reporter (8); linesman (2).

In volley ball, playground ball, basketball and football, where interclass and school championships are played, those officiating in the contests are awarded five additional points regardless of the type of officiating they are assigned to do. Scorers for individual events like "football skills", "free throw tournaments", received eight points per hour or any part of an hour.

Sports Administration Class

The intramural and varsity athletics with the Sports Club activities at New Trier High School have within the past few years reached such proportions that the administration has placed this year

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Every Player on Attack

By NAT HOLMAN

(Continued from page 8)

In discussing the defensive side of basketball, I think it absurd to maintain that the best defense is a good offense. This claim may have a certain amount of logic behind it in some games, but it hardly holds in a game like basketball, where the action is fast, and where a simple mechanical slip may cost a team possession of the ball. I have always paid a good deal of attention to the defensive side of basketball, and have drilled my players thoroughly in its fundamentals.

The most popular type of defense in the East is the five-man, man-to-man defense, which I use at City College. What are the mechanics of this style? A player misses a shot, and a rival recovers the ball. Immediately the player who missed the shot and his team-mates retreat to the center of the court, where they line up across the floor, and await the advance of the opposition. As soon as the rival team gets into its offensive swing, each defensive player picks out his own particular opponent by pointing to him. The main advantage of this system is that it fixes responsibility, since, if the defense functions correctly, each player has ample opportunity to line up and cover his own particular opponent.

If cutting is the keynote of offensive basketball, then "switching" is the all-important phase of defensive play. For example, a player takes a shot at the goal after a dribble, misses, and is carried by the force of his momentum past the basket, the shot being recovered by the opposition. In such a case, one of the team-mates of the player in question should cover any free opponent, leaving the first player to take care of the rival farthest back. "Switching", however, is used—and with greatest effect—where much intentional and unintentional blocking takes place within the scoring zone. A heady player always runs for a loose man, whether or not it is his own particular opponent. In Diagram III, No. 2 blocks for No. 1 as No. 1 runs around and breaks for the goal. No. X-2 should immediately switch to cover No. 1, who is the dangerous man. This, simply, is switching. An excellent drill to develop this habit among players is to use a formation such as in Diagram IV, where six players are used against five, with the odd man being used as an intentional blocker.

Coming down to individual defensive tactics, we see that to guard a player correctly is a rather difficult task and involves more knowledge than is apparent on the surface. A player should, wherever possible, stand between his opponent and the basket, and "box out" his rival in such a way as to leave only one possible direction for the offensive player to move in. Footwork is of great importance in defensive basketball. When opposing a shifty opponent, one must be able to move quickly with him, instantaneously to change one's body balance. Footwork is especially important in trying to avoid being blocked off by one's own team-mates while playing against a short-passing team.

Miss Frymir's Column

Alice W. Frymir is Women's Editorial Director for SCHOLASTIC COACH

An interesting demonstration of recreational activities was held at the Boston Y. W. C. A. recently under the direction of Helen Dauncey, head of the Health Education Department of the Y. W. C. A. of Boston. Games of badminton, shuffleboard, deck tennis and ring tennis were all played at the same time in various sections of the gymnasium. It clearly demonstrated the adaptability of these games to the average size gymnasium space. Other games made from inexpensive materials were grouped around the walls of the gymnasium. Among these were various adaptations of the ring toss idea, one with rings made from rubber hose and credited for points if the rings are tossed over the legs of an upturned chair.

Another was called "dodo". Rubber jar rings were used in this game which were to be tossed over curtain hooks mounted on a large board. Another game, called "gem pan polo", was played with a muffin tin, the object being to toss one-inch cubes or dice into the cups in the pan.

The All-Scottish field hockey team was held to a scoreless tie by the 1931 All-America eleven in the final game of the national tourney at the New Trier High School Athletic Field in Winnetka, Ill., Nov. 28.

After an interval of ten years Niels Bukh returned to the United States en route to Japan. He and his group paused long enough in the States to give several demonstrations of his work in "fundamental gymnastics". A large group of interested physical education people attended the demonstration held at the Bouve-Boston School of Physical Education in Boston. The present tour of the Danish group is the outcome of the acceptance of an invitation from the Japanese government to tour that country.

Miss Anne Hodgkins, Field Secretary of the Women's Division of the National Amateur Athletic Federation, addressed the Indiana High School Athletic Association at its

annual meeting at Indianapolis in December. The topic was "Are Girls' Athletics Educationally Sound?"

The Women's Division of the National Amateur Federation is conducting a membership drive and would appreciate your support by either personal or school membership. The new address is 303 West 42d St., New York City.

A resolution endorsing the standards of the Women's Division, N.A.A.F., was sent to the presidents of the Parent-Teachers Associations in twenty States whose meetings were to be held in October and November. Those States which endorsed the resolution are Alabama, Missouri, New Jersey, Ohio and Oregon.

The following excerpt from News Letter No. 21, issued by the Women's Division of the N.A.A.F., may be of interest to the women in charge of the girls' physical education departments:

Miss Thelma Short, Iowa State Teachers College, Cedar Falls, gave out a questionnaire to all the freshman girls in this college concerning the high school athletic program. From 700 girls she received data on 360 different high schools representing every county in the State. She here gives a few of the outstanding facts:

1. Over 90 per cent of high schools offer physical education as a required subject and the activities taught indicate a broad natural program.

2. A total of 35 per cent of the schools have a full time woman physical education instructor. In 12 schools the athletic program for girls is in charge of men and in 44 other schools men helped with the coaching, generally with basketball.

3. Approximately 37 per cent of the schools entered girls' teams in district basketball tournaments. These were not all schools of small enrollment as the range covered high schools with 13 girls to one in which 600 girls were registered. Men do practically all the refereeing at these district tournaments.

4. In the 360 schools, 57 per cent have an interclass or intramural program. Fifty-three schools entering district tournaments have no intramurals.

5. Regarding physical and medical examinations, 62 per cent of the total number give none to the girls and 27 basketball teams report no heart and lung examination for members.

6. Only 95 schools have organized G.A.A., while 59 per cent give awards of some kind.

The cardinal sin in defensive basketball is to turn one's head. The defense player should try to keep both the ball and his opponent in sight at the same time. When this becomes impossible, he should proceed to forget entirely about the ball, and concentrate on his opponent. And in watching the ball and the player simultaneously, he should not turn his head, but rather look for the ball from the corner of his eyes.

"Helping out" is a very important phase of defensive play. For example, a player, guarding his opponent, moves across court, and an offensive player dribbles by. The defense man takes a slap at the ball, and thus tries to slow up the dribbler. Or perhaps the defensive man, passing a player who is preparing for a shot, waves his hand to annoy the shooter. These are examples of helping out.

The ability to guard two players at once is of importance. When a defensive

man finds himself guarding two men underneath his own basket, he should not make a dash for one of the men, but rather stay in the center of the court, feint to one side and the other, take a few short steps in one direction, and try to stall until help arrives. Very often the condition where two men are free comes as the incorrect playing of a dribbler. A clever player does not take a slap at the ball, but runs along with the dribbler, trying to force him to the side of the court, and attempting to hit the ball away.

Other points in a discussion of defensive basketball which are important:

(1) Make defensive man-for-man assignments so that a short man will not be called upon to guard, as his particular opponent, a tall man.

(2) The defensive player should wave his hands to disconcert a shooter and when his opponent has "gained the step"

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FREE THROW TECHNIQUE

By J. EDWARD OBEY

IT IS safe to say, I think, that basketball teams today seldom achieve a better than .500 percentage on their free throws. Since the days when the rules changed and required the man who was fouled to shoot the free throw, many teams have lost games which could have been won had their players been more efficient from the free-throw line.

When you consider that sometimes a free throw is as important as the point after touchdown in football, or as a single that scores the winning run in baseball, or as the making good of a match-point in tennis, this angle of the game will appear the vital thing that it is.

It is my contention that the average basketball player should consistently shoot seven out of every ten free throws he attempts. This is a normally good performance, but how many players can consistently do it? Not a great many, due largely to carelessness, lack of con-

fidence, of concentration, and of practice.

Making free throws is largely a matter of confidence. I would say that it is 60 per cent confidence and 40 per cent ability. When a player steps to the free-throw line he should know and believe that he is going to make the throw good. The thought of missing it should never enter his mind.

There are different ways of shooting free throws, but the simplest, easiest, and what I consider the best way, is one that the majority of basketball players use, namely, the underhand toss. Although I consider the underhand method the best, the overhand way has its adherents. Nat Holman, coach of the College of the City of New York, and one of the greatest players in the history of the game, uses the overhand method. He started that way as a boy and used it all during his court career. However, he doesn't teach his players the overhand method, but is a firm believer in the underhand type of throw because there is less muscular resistance and greater freedom of movement attached to it. He remarked that most all professional players of any consequence use the underhand toss. Of course, if a young player is achieving good results from the overhand style it would be foolish to change it.

To take up the underhand method in detail: When a player takes his stance on the free-throw line he first is careful, of course, that his feet do not touch the line. His stance should be a comfortable one with the feet spread anywhere from a foot to two feet apart, depending upon the distance required to give the player's body perfect ease, balance, and relaxation. The ball is held, not gripped, with the fingers and thumbs (the palms of the hands are not used), with the thumbs on the seam on opposite sides of the lacing.

When the desirable hold on the ball is obtained, the player takes his eyes off the ball and holds the ball about on a line with his waist. The eyes from that moment are fixed on the front rim of the basket and never leave that position until the throw is made. When the player sights accurately the distance from his position to a point just over the front rim, and feels that he has perfect balance and relaxation, he begins the throw by bending his knees and lowering the ball as he does so, until he feels in an easy position to make the shot. Incidentally, when the player bends his knees, his heels may or may not come off the floor. Some players feel more balanced for the throw when their heels are raised; others maintain their balance by keeping both feet flat on the floor when the knees are bent.



THE FOLLOW-THROUGH

After the ball has been lowered to the knees the arms are brought upward in a natural, easy swing, the ball being released when the hands are at about a level with the chin. The movement of the arms upward does not cease here, of course, but is continued above the head in a graceful follow-through. The player should aim to get the ball just over the front rim of the basket and make sure that he has a sufficient arch to the shot. No spin is intentionally applied; what reverse spin there is is incidental. The ball should almost float to the basket.

The ball's flight to the basket is obtained almost wholly by this graceful lift of the arms, with the wrists used only for control, and the ball slips easily off the fingers. Constant practice will make this operation seem a delicate one, and the player will obtain a certain feel of the ball in his hands and as it leaves his hands which never varies after he has mastered the movements.



ICE HOCKEY SYSTEM

By THOMAS KNIGHT FISHER

(Continued from page 9)

image, alternating goal-guards and giving them special attention. At the close of practice, work with individuals.

FIFTH AND SIXTH DAYS

After the usual five-minute warm-up, put in fifteen minutes on paired attack on the goal, with special coaching around the goal, which should be followed by the same amount of time on paired attack against two defense players, the same program going on at both ends of the rink. Next, vary with ten minutes of sprints across the rink and back, recording results. Now, for fifteen minutes send whole lines and defense pairs on the attack against the goal, with special instruction around the goal. Follow with fifteen minutes of whole lines against two defense players. Vary with ten minutes of shooting practice, the player in motion. Conclude with a short, snappy scrimmage.

SEVENTH AND EIGHTH DAYS

Let the individual warm up as usual and then for forty-five minutes coach the line and the defense on coming out with the puck from their own end zone, with passes from the goal-guard and defense players to waiting players near the blue line. For another fifteen minutes, teach the lines to feed the puck to defense players going out on the attack. Follow this drill with ten minutes of sprints in which the players skate slowly toward one end of the rink and on whistle signal, turn suddenly and sprint back. This training should be carried out both with and without the puck. Next give a breather with ten minutes of shooting in motion. Now put in fifteen minutes in training the whole line back on the defense, wings paired and center in front of blue line, with both another line and a defense pair alternately attacking. End as on the sixth day.

NINTH AND TENTH DAYS

After warming up the players, send whole lines on the attack against the defense for fifteen minutes, following which use another quarter-hour in detailed instruction on playing four men up on the attack with one back, for the time when you must make a daring bid for victory. Next employ fifteen minutes of middle zone attack by line and defense players. Now comes a most valuable and important forty-five-minute period in which you employ the full length of the rink. Have one line start on the attack with sticks and puck, and in opposition have a line, defense, and goal-guard *without* sticks, teaching the opposition to cover the man and block off with the body. Send defense pairs against the same opposition and then alternate assignments of lines

and defense. Conclude your practice with a short scrimmage representing the last six minutes of a tie game.

ELEVENTH DAY

After your players are warmed up and you have put in fifteen minutes of middle zone instruction, use a half-hour on full rink length attack against opposition without sticks as outlined under tenth day practice. Now give fifteen minutes detailed instruction in covering opponents in front of your own goal, followed by ten minutes of line defense. Conclude with five minutes of four-men-up attack.

TWELFTH DAY

Start your practice later than usual and then play a full game of three fifteen-minute periods, with two referees, under regular game conditions, coaching only lines or substitutes that are on the bench. Upon conclusion, send every player to the showers without delay.

THIRTEENTH AND FOURTEENTH DAYS (Interscholastic game on fifteenth day)

These two days before your first scheduled game should contain no hard work but should be given over to the correction of errors and weaknesses which developed in the practice game. It would be well to put in some time on covering opponents before your goal, on shooting, and on four-up attack. Make both practices shorter than usual. Your system of play should now be thoroughly ingrained and the team ready to profit from game experience.

The team which will now put your system of play to the test will be made up of twelve players: two lines and a spare forward, three defense players, and two goal-guards. The system you will use, whatever it is, will naturally divide itself into attack and defense methods.

The chief principle to be followed on defense by the schoolboy team is man-to-man covering through checking back in front of the attackers. I cannot over-emphasize this skating back in front of opponents. The Canadian method of retreating to or near your own blue line and waiting for the attack requires greater skill in poke-checking than the schoolboy is capable of, and although it is sensational when the poke-check is successful and a line gets a clear jump, it is exceedingly dangerous defense when opponents are clever passers, and absolutely gives up all chance of obtaining the puck down ice and the return to an immediate attack, thus considerably reducing the total number of attack sallies during the course of a game.

After you have lost the puck to your opponents in their end zone, your check-

ing back begins just inside their blue line, your wings covering theirs to prevent a pass-out. On the way back, your center keeps in front but harries their center, and if a pass is made and your wing is properly covering, your wing can intercept and turn to the attack with at least one of your other two linemen jumping with him clear of opposing linemen. If the opponents' center does not pass, as his wings are covered, you still have your own center and your two defense men to stop him, or force a long shot which any decent goal-guard can handle safely.

Your two defense men should play about six feet apart, exactly parallel, and move up behind their line no farther than center ice, skating backwards in the face of an oncoming attack, definitely breaking it up before they have reached a distance of fifteen feet from their own goal. Let one man block off the puck-dribbler with his body while the other is on the alert for the pass and chases it out, if made successfully, in an effort to stop the wing's shot or to force him out to an impossible angle. The other defense man, meanwhile, covers in front of his goal to get the pass-in or clear a rebound. Defense men and goal-guard pass out to their own wing instantly if opportunity offers, or the defense player may carry around behind his own goal and skate out on the other side. Let your center trail his defense men when they attack and with them as wings, check back.

Let me insert here that I believe it advisable to alternate your defense pair and line on attack and defense, as the inexperienced hockey player fills in another's position very raggedly at best, with resulting confusion.

In the description of defense play, the beginnings of an attack have been mentioned: the pass-out to a wing just inside your blue line. When this pass is taking place, the other wing is well on his way into the middle zone to receive a second forward pass when the first wing crosses the line. The receiver of the pass can now shoot or skate around the defense and pass back across the mouth of the cage to an incoming teammate. On the other hand, your attack may start with your center carrying out and over the blue line, the two wings having skated ahead diagonally from the boards towards center ice in the middle zone and instantly receiving a diagonal pass forward. These two can continue on the attack, the man with the puck threatening to go through the defense or shoot while the other wing cuts ahead on the side and inward to re-

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Tumbling for Girls

By **BONNIE and
DONNIE COTTERAL**

(Texas State College for Women and
North Texas State Teachers College)

THREE is a growing tendency to include tumbling in the extracurricular program for girls in high schools. The trend is to organize tumbling clubs, or to place the activity under the direction of the girls' athletic association on the same basis as sports. If the tumbling program is well planned, efficiently organized, and carefully supervised, it can make a definite contribution to the extracurricular program.

ORGANIZATION

In organizing a tumbling group, the first need is to classify the students as to ability and experience. If the classification shows a range of ability, it is most

The organization of the three divisions is shown in the photograph.

The classification can be used for recognition of accomplishment and for goals towards which to work, even though it is not used as a basis of organization of the students on the floor.

The list is not inclusive of all activities to be taught during the year, but serves only to tap the student's ability. It is recommended that the year's program include a range of activities, commonly called "stunts", which call for agility, balance, and flexibility, to be used as supplements of the tumbling activities. These are especially good for the beginner, and

are perfecting the same activity. The instructor will find that the material which she offers will become more unified.

In taking care of different groups on the floor, there usually is a need felt on the part of the instructor for assistance, in order to promote the work efficiently. Students, chosen from among the advanced tumblers, can serve in this capacity. It is essential that student assistants be given a definite training in the teaching of the activities and in leadership.

If it is necessary to have a point system in connection with the activity for the club or athletic association, the basis for awarding the points should be participation. Ability can be recognized by giving an additional number of points for advancement through the various stages or divisions. In the last division, leadership and originality can be recognized, also, by points. The emphasis should be placed on these rather than on specialization in extremely difficult stunts or activities.

SUPERVISION

The aims of the tumbling program, as part of the extracurricular program, should coincide with and contribute to the aims of physical education in general for high school girls. Acceptance of this principle results in the provision for the participation of the many rather than of the few, the placing of emphasis on activities requiring skill rather than strength, and the guidance towards an all-round development rather than specialization in any one phase of the work.

Tumbling needs careful supervision on the part of the instructor. An important phase of supervision is the anticipation of the needs of the students, and the provision of proper safeguards for them. One method of accomplishing this is to set up standards to be adhered to and accepted as a responsibility on the part of the participants. The students should have an active part in formulating the standards.

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ALL STUDENTS PARTICIPATING IN A GROUP ACTIVITY: THE MERRY-GO-ROUND

important, even if the group is small, to organize the working units on the floor so that the beginners are separated from the more advanced tumblers. When the range of ability is great, if the number of participants and the number of mats permit, it is feasible to divide the students into more than two divisions, such as beginners, intermediates, and advanced tumblers, each working on a different range of activities. These three groups can be named, and within each the students can be given a definite number of tumbling activities to accomplish progressively during the year, before they advance to the next group.

The following is a suggested division, with required activities:

BEGINNERS (Roly-Polies)—Snail stunt, shoulder rest, roly-poly, forward roll from a stand, forward roll from a run, backward roll from a stand, continuous forward roll, continuous backward roll, tip up.

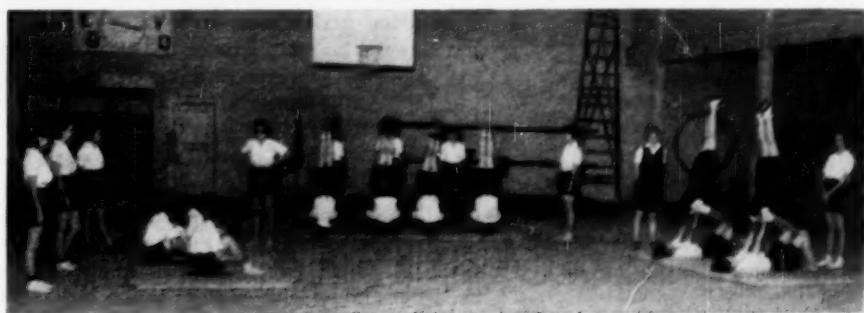
INTERMEDIATES (Topsy-Turvies)—Forward roll without hands, headstand, swan balance, sitting balance, double forward roll, double backward roll, hand spring over body, forward roll over two bodies, cartwheel.

ADVANCED (Tumblers) — Continuous cartwheel, forward roll over four bodies, hand stand, hand spring, knee flip, hand stand on knees, head spring, snap up, walking on hands.

often challenge the ability and hold the interest of the tumbler.

Whatever organization is used on the floor, it generally is desirable to bring all the participants together into a heterogeneous group for some phase of the practice. This promotes the social value of the activity, resulting in broader contacts. Group stunts are appropriate for such use and, also, favorite stunts which the students like to do over and over again. The doing of these is as important as the learning of new stunts.

During the year, the beginner, if normal progress is made, will leave the roly-poly stage, and, as a result, there will be fewer groupings with less and less gap between them. The former beginners will be attempting more advanced tumbling, working side by side with the girls who



Organization of the tumbling group in three divisions for practice, with student leaders assisting
At left, the Roly-Polies; center, the Topsy-Turvies; right, the Tumblers

Out of the Huddle

"If We Must Play—"

DR. C. B. PRESTON, prominent physician of Ashland, Ky., who looks after the ails and ills of the championship high school team there which has not been beaten since 1925, believes that the surest way to minimize the injury hazard in football is to give the players plenty of hardening before a game is played.

"Football's physical contact makes it impossible to eliminate the danger of injuries to players," Dr. Preston said recently at a championship banquet in honor of the Ashland team, "but this danger can be minimized by having players in perfect physical condition and the only way to do that is by plenty of practice before the season starts."

"These Ashland boys this year had the best preparation before a season that they have ever had with a month of training, and in my long association with the team, this year's team has been most free from injuries. I never saw a team go through a season with so few injuries and I attribute it to the fact that the boys were in perfect physical condition when they entered their campaign."

"I believe that a large percentage of injuries are caused by boys not being properly prepared. A team which has only practiced a week or so before a game cannot be in shape and the boys are in greater danger of being hurt."

"The first thing every coach should do, in my opinion, is to see that their bodies are put in proper shape to play football. Then it is time enough to give them plays and such, but first their health and physical welfare should be looked after. They should be put in shape to stand up under the physical contact they cannot avoid."

"If we must play football, let us not underemphasize it to the extent that our boys will be in danger from lack of preparation."

What, in Indiana?

THE Clinton, Indiana, School Board has decided to abandon basketball as a high school sport here because the game has not been self-supporting.

Although Superintendent of Schools L. E. Michael has announced the decision of the board, no action has as yet been taken to cancel seventeen games scheduled by Clinton High School.

The board's action followed the refusal of H. M. Ferguson, owner of the coliseum, scene of Clinton's basketball games, to accept a rental of only \$600 for the season. He had been getting \$1,200 and had come down to \$1,000, but the board offered only \$600.

In announcing the decision to abandon basketball, Michael pointed out that the sport cost the school \$3,170.05 last year

and that receipts were only \$1,066.90, leaving a deficit of \$2,106.15.

"With so many delinquent taxes there are not ample funds for this activity without borrowing and it is not sound business to borrow money to maintain an activity which directly benefits only about 35 or 40 boys out of a student body of 681," Michael said.

No Tea Party Is Soccer

DR. G. RANDOLPH MANNING, former president of the United States Football Association, discussed the advantages of soccer as a high school sport and the technique of teaching the game at the Wingate Memorial lectures in New York, while William R. Crowley, veteran football official, spoke on "Fundamentals of Sound Officiating for All Games". After the lectures the Morris High School soccer team, runner-up for the city title this year, and the Hakoah All-Stars gave a demonstration of team play.

"The playing of any game should not be so strained as to risk life for the sake of victory or for the production of a class of star athletes to be exhibited for the enjoyment of a great number of non-active onlookers," said Dr. Manning, in advocating soccer as a manly and a strenuous game attended by comparatively small danger to limb and life. "After all," he said, "the exercise of any sport should be for the furtherance of proper physical development and should become and be an eternal source of joy and pleasure to those who engage in it."

Short Locomotive With Three Dervishes

HIgher education in America in 1931 is not as high as it ought to be, largely because of overemphasis of college athletics and campus social activities, according to prominent educational leaders who addressed the twenty-first meeting of the National Council of Teachers of English, in session here at Milwaukee.

Modern educational trends were criticized severely in addresses by Dr. Alexander Meiklejohn, head of the experimental college, University of Wisconsin, and Dr. Gordon J. Laing, dean of the division of humanities, University of Chicago.

Dr. Laing characterized intercollegiate football as that "fair flower of intercollegiate culture", and declared that university clubs, for the most part, are "bright centers of intellectual life, where the alumni cluster around the radio and hang on the words of the football announcer." Present-day detective stories, cheap magazines, the radio, modern

movies, and modern plays also were criticized by Dr. Laing.

"These are the tastes we in college are creating, or at any rate are not checking," said Dr. Laing.

The speaker looked forward to the day when colleges will have "no place for the little boys and girls who are now cluttering up college campuses," and when "the clarion call of the cheer leader in his dervish dance before the grandstand will be heard no more."

Well, Fellows

Atlanta, Dec. 5.—(AP).—A young woman who began coaching football seven years ago in "self-defense", today directed her youthful gridiron warriors to their fourth city sandlot championship.

The coach, Miss Mary Colvin, former member of the girls' basketball and rifle teams of the University of Georgia, started coaching in the O'Keefe Junior High School here in 1924. Today her team of "Panthers" won the city title in the 120-pound class for the fourth time.

"Give any girl just out of college thirty-five youngsters for a program of extra-curricular athletic activity, and she will have to find something for them to do as a matter of self-defense," Miss Colvin said.

"In my case, I found my 13 and 14-year-old boys keen about football. There was nothing to do but begin coaching them."

Miss Colvin is coach of the team in fact as well as in name. She goes out on the field, discusses plays, points out weaknesses as they develop, tells the boys how to stand, how to run, how to pass and how to direct the team to best advantage.

Sovereign City

TWENTY-TWO basketball games, not counting semi-final rounds in the city championship, have been set as the maximum which any Chicago high school basketball team may play. This ruling was adopted by recent action of the Chicago Board of Control, which is trying to eliminate the increasing length of the basketball schedule, because of its alleged harmful influence on the players' health and because it unduly disrupts their studies.

The twenty-two-game rule, intentionally or not, probably will prevent the city high schools from competing in the annual State basketball tournament. The city teams may compete in the Illinois tournament, but these games will comprise part of the twenty-two. As most of the city teams will have already played close to twenty-two games by the time the State tournament comes around, they have few to spare. It usually takes about four victories to walk off with a State crown.

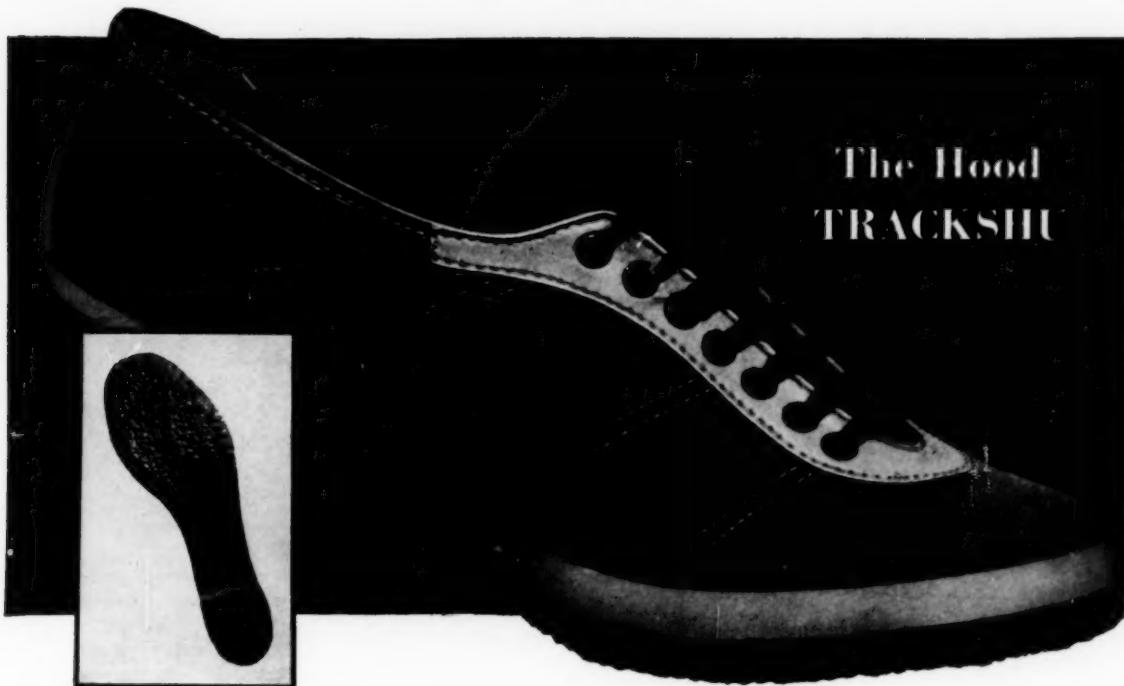
The curtailment of basketball schedules corresponds to the move in Indiana several years ago which cut the number of games to twenty. The Indiana limita-

(Continued on page 22)

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TUMBLING FOR GIRLS
By BONNIE and DONNIE COTTERAL

(Continued from page 17)

The following are illustrative of possible standards:

(1) A good tumbler lifts no one near her own weight.

(2) A good tumbler is responsible for the proper spacing for her stunt, when more than one are working on the mats.

A second important phase of supervision is the wise selection of tumbling activities. The following criteria are recommended for choosing tumbling activities for high school girls:

(1) The activity must promote and maintain the health of the students.

This criterion shows the fundamental need of recognizing the physiological makeup of the girl as the basic consideration in selecting activities. In recognizing normal use of joints it will limit back bendings. It will emphasize activities which do not call for a taxing amount of endurance, or strength. It will sanction participation on the part of the student only when she is in proper physiological condition, and, lastly, it will carry out the program in an environment which is wholesome and healthful.

(2) Activities should be selected on the basis of progression from less to more difficult. The difficult activities should be led up to through proper steps.

(3) Activities should be eliminated which involve undue danger elements. As the advanced stage of tumbling is reached, the desire for more and more difficult stunts on the part of the students should be guided into development of combination of stunts, origination of new stunts, and service as leaders or student assistants.

MOTIVATION

A useful device for the motivation of tumbling is a chart upon which a record is kept of each student's success in accomplishing different activities. This serves not only to stimulate the student's desire for accomplishment, but also to furnish a record of achievement. The chart, containing the names of the participants and the names of the tumbling activities, is easily accessible if it is hung on the wall. If the three divisions previously mentioned are used, the activities for each can be listed progressively on the chart. The student is checked by the instructor for the activity when she can demonstrate her ability to perform it.

The regular work can be motivated by the use of contests at certain intervals. The group can be divided into extemporaneous teams and contests held in performing various stunts and tumbling activities, and building pyramids. The basis of judgment is the performance or non-performance of the activity, and record

is kept of the number on each team performing each stunt.

During the year, the group can be divided into two or more teams for a tumbling meet. The activities included in the meet should be carefully chosen and may consist of individual, couple, and group activities. It is desirable to have a requirement that every girl entering the meet should participate in a minimum number of stunts and, on the other hand, should be limited in participating beyond a maximum number. This insures participation of a greater number, rather than the exploitation of a few.

A tumbling demonstration is a worthwhile project if it is an outgrowth of the activities of the tumbling group. Ideally, the tumbling demonstration should be developed through students' efforts, under the guidance of the instructor.

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Ice Hockey System

(Continued from page 16)

ceive a diagonal forward pass between the opposing defense men. When shots are made, it is obvious that players should skate in fast to cage rebounds or recover for a pass-out. Variations of pass plays can easily be worked out with a little ingenuity.

Finally, when a team is leading by one goal near the end of a game and opponents are pressing hard, a shot up the side of the rink relieves the pressure and is just as legitimate a play as the punt in football.

In conclusion, may I say that the fight-talk is useless, artificial, and often harmful to morale. Sympathetic, eager, intelligent encouragement and sane, self-contained advice are all that is necessary. Whatever you do, insist on clean, sportsmanlike conduct and let no boy represent your school who is not a good sportsman in spirit and in deed.

Student Leadership
By DE FOREST SHOWLEY
(Continued from page 13)

in the curriculum a course known as "sports administration". This class meets for a forty-minute period twice a week. The work done by the group in addition to the items listed below includes the compilation of "scrap books"; reading of publications dealing with athletics and practical activity in the field house, gymnasium or field. The course does not take the place of gymnasium class activity. One-half credit is given for satisfactory work. The following topics are discussed and in most cases practical application is made of:

1. The Principles of Physical Education.
2. Leadership in Physical Education.
3. Sportsmanship.
4. Athletic Managers and Duties—a. football; b. basketball; c. baseball; d. track; e. swimming; f. adviser room; g. publicity.
5. Rules of Athletic Contests—a. football; b. basketball; c. baseball; d. track; e. swimming; f. playground ball; g. water polo; h. volley ball; i. handball; j. golf; k. tennis; l. horseshoes; m. ping pong.
6. Methods and Technique of Officiating—a. football; b. basketball; c. playground ball; d. volley ball.
7. Promotion of Tournaments—a. methods; b. publicity; c. records.

Students in this class may become members of the Sports Club and are eligible to share in the awards of the Sports Club by accumulating points through officiating and paying dues required of all members of the club. Because the material presented in the Sports Club is a modified form of that given in the sports administration class, the sports administration class members are not required to attend Sports Club meetings in order to retain membership.

As to the ultimate possibilities of high school student leaders in health and physical education we are not so radical as to recommend student coaches for interschool contests as some are doing in the colleges today, but we are strong for self-training through leadership in athletics if properly directed.

WHO'S NEXT?

(Continued from Editor's Items, page 6)

tired of driving boys, whipping them into frenzies with everything but lashes, seeing them crack from nothing but exhaustion near the end of the season. That's not football, the game.

"Some day I may coach again, but it will be for the fun of the thing, somewhere where football is not a business. I'll have the boys around me, living with me, playing with me, in a small school somewhere. We'll have minstrel shows and rallies and spirit. And we'll have real teams without pressure and worry over gate receipts."

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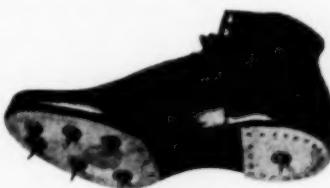
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New Books on School Athletics

There is probably only a small minority of the 35,000 high school coaches and physical directors of the United States who are familiar with the work that is being done by the Wingate Memorial Foundation, 57 East Fifty-sixth Street, New York. This is because the Foundation is only three years old and because it has not had sufficient funds to publicize its good work in a manner justified by that work.

What the Foundation has done, and continues to do, with the interest from the \$120,000 which the school children of New York City and others interested in creating a permanent and living memorial to the late General George W. Wingate, great sportsman and benefactor of athletics for the public school children of New York, has been of incalculable value to those coaches and other supervisors of school athletics whose good fortune it has been to hear the Wingate Memorial Lectures, or to read them in their published form.

The lectures delivered during the academic season of 1929-1930 were published a year ago in a very presentable and serviceable binding under the title *Intimate Talks by Great Coaches*, and included every word spoken by acknowledged experts in the coaching of the games played by schools in this country—football, soccer, basketball, hockey, swimming, track and field, baseball, lacrosse, tennis, with ample attention given to the various important fundamentals of these sports in talks by specialists in these fundamentals.

This is a volume which I should think every coach and athletic director would want at his finger tips if he once had the opportunity of examining it. I understand that copies of it are still available at two dollars, which barely covers the cost of publication.

The companion volume to *Intimate Talks by Great Coaches* has just come off the press, carrying the title *School Athletics in Modern Education*, and this, as well-presented and bound as its forerunner, embraces the whole of the Wingate Lectures for the season of 1930-31. It is quite beyond my power of economy in expression to state here in this especially created hole in the page the treasure of information, opinion, theory, and practice in the organization and conduct of school athletics that is contained within the seven hundred pages of this symposium. The limitation of space even forbids me to list the names of the athletic and medical authorities who have, without financial remuneration, prepared these lectures, which are most readable; and, of course, they go far and beyond that. Let me urge you, at risk of being suspected of salesmanship, to make further inquiry about these two volumes. Mr. E. Dana Caulkins, 57 East Fifty-sixth Street, New York, is editor of the compilation, and stands ready to accommodate you. Incidentally, the Wingate Memorial Lectures are being continued this year every Saturday morning at Columbia University, and a summary of them given over the Columbia Broadcasting System's network Saturdays from 12:45 to one o'clock p.m. Eastern standard time.

JACK LIPPERT.

Out of the Huddle

(Continued from page 18).

tion, however, does not include the State tournament. And in Indiana, with its great number of superior basketball teams which enter the State tourney, the winning team usually has had to play ten games before it goes home with the trophy.

City high school authorities deny that the restriction on the number of basketball games is intended to prevent competition in the State tournament. The ruling, however, does emphasize the city title games in preference to the State championships.

Strike Up the Band

WASHINGTON State's mythical high school football championship was decided when Lincoln High School of Tacoma trounced Clarkston High, 19 to 0. The game was played in Seattle and was sponsored by the American Legion.

• • •

High school coaches in Seattle are paid a certain amount over their regular teaching salary during the months of the respective football, basketball, baseball, and track seasons. As they start their basketball teams drilling, they find their coaching salaries cut exactly in half. Bill

Nollan, of Lincoln, is defending the championship. Lincoln has won the title three times in a row, twice under Nollan and once under his predecessor, Forrest Greathouse, who was killed in an accident while climbing Mount Rainier. Greathouse was a former teammate of Red Grange's at Illinois. Nollan is a Washington State College graduate. He once was an athletic star at the school where he is now coach.

• • •

Finishing its six-game schedule undefeated, with its goal line uncrossed, Roosevelt won the Seattle High School Football League championship. Charley Dvorak, a former Michigan athlete who represented the United States in the 1902 Olympic games, is the Roosevelt coach.

POSITIONS, APPOINTMENTS

Readers of SCHOLASTIC COACH who are interested in coaching positions, either as coach seeking an appointment or administrator wanting to make one, are respectfully asked to turn to page 4, this issue, and learn of the plan this magazine has for putting you in touch with one another.

SPORTSMANSHIP BROTHERHOOD

The material here presented bears the endorsement of the Sportsmanship Brotherhood, Inc., "for the fostering and spreading of the spirit of sportsmanship throughout the world".

FOURTEEN private preparatory schools in New Jersey have adopted a code of sportsmanship designed to raise interscholastic competition in the State to a higher ethical plane. The code was subscribed to at a meeting held at Kingsley School last month.

C. B. Newton, of Pingry School, reporting for a committee consisting of himself, Wilson Farrand, of Newark Academy, and L. W. De Motte, of Newton Academy, presented a code, the chief phases of which are the barring from competition of all students who have reached their twenty-first birthday; requiring decidedly superior teams not to run up an overwhelming score against weaker opponents, but, instead, to use as many substitutes as possible, and "to eliminate shady practices or language from all contests." The code follows:

"It shall be understood among the schools subscribing to this code that no boy who has reached his twenty-first birthday shall represent his school in any interscholastic competition; nor shall any boy do so who has lost his amateur standing, as defined by the rules of the New Jersey State Athletic Association.

"In football contests it shall be the policy of all subscribing schools to exchange statistics concerning the ages and weights of their squads at least two weeks before the contests. It shall also be the policy of coaches, if one finds that his team is decidedly superior to the opposing team, not to run up a large score, but to make substitutions which will make the contest more even and the game a better one, rather than an overwhelming victory. Such a policy is beneficial to the game as healthful and honorable sport, lessens the likelihood of injuries and gives an opportunity to a larger number of boys to play.

"It shall be considered a point of honor not only to observe the regulations of each sport as laid down in the rules, but to eliminate shady practices or language from its contests,

for coaches or players to refrain from any comment or criticism of the opposing team or officials in any public fashion, and for each school to give full faith and credit to the other side unless there seems to be a glaring violation of these principles. In such case the violation should be brought to the attention of both headmasters rather than become the subject of recrimination between coaches or between boys."

GOOD sportsmanship trains one in the art of becoming a gentleman. Play increases and trains one's strength and courage. These are part of the preamble to the code of sportsmanship to which the boys of the Frick Junior High School Intramural League subscribe. The league is controlled and the games handled by the Frick Junior Directors, an organization of forty boys who are advised by Nathan Tolman of the physical education department. The Frick code of sportsmanship to which each boy pledges himself:

1. I will play the game hard and fair to the end.
2. If I play in a team game, I will play for the team, not myself.
3. I will be a good loser and a generous winner.
4. I will be obedient and honest to officials.
5. I will do or say nothing that will bring discredit to my school.
6. I will support a losing as well as a winning team.
7. I will accept defeat or victory in the same spirit of good sportsmanship.
8. I will be courteous to officials, teammates and opponents.
9. I will play as clean and hard when losing as when winning.
10. I will give the best that is in me to the end that I may be a better athlete, a better student, and a better member of my school.

THE SCHOLASTIC COACH: HIS INHERITANCE

(Continued from page 4)

"If there were any conscience in men, it would make their hearts to bleed to hear the pitiful murmuring and outcries of our sick men without relief, every night and day for the space of six weeks; in the morning their bodies being trailed out of their cabins like dogges, to be buried," is one report from tide-water Virginia. Fully fifty per cent of the newcomers died within the year, the Spaniard, Don Diego de Molina, wrote in 1613. Without quarantine, infection spread unchecked until epidemics ran their course—one hundred and thirty out of one hundred and eighty-five persons dying on one ship; yellow fever, bubonic plague, smallpox, malaria and dysentery threatening to depopulate the country.

In the year ending March 1621, Virginia lost 1,000 new colonists by disease and the toll during the following year was 1,200. Cotton Mather writes from Boston in 1678: "To have, I know not

how many corpses following each other close at their heels—to have thirty-eight die in one week—6, 7, 8 or 9 in a day. . . . Above 340 have died of the Small Pox in Boston since it first assaulted this place. To attempt a Bill of Mortality, and number the very spires of grass in a Burying Place seems to have a parity of difficulty and accomplishment."

But those who survived the ravages of the epidemics were often destined to ripe old age. Of eight hundred and twenty-seven persons recorded during this time, one hundred and five passed the age of eighty; nineteen lived to be ninety or over and three lived to one hundred years or more.

The rough simplicity of their lives and the physical exertion necessary to their daily sustenance did more for their health and longevity than the prescriptions of Governor Winthrop and the practice of

(Continued on page 24)

HIGH SCORING OFFENSE or STRONG DEFENSE



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The Scholastic Coach: His Inheritance

(Continued from page 23)

the few comparatively competent physicians which the colonies knew.

Yet it was in the early seventeenth century that William Harvey published his revolutionary treatise on the circulation of blood, while in the latter half of the century Malpighi exhibited the corpuscles of the blood through his compound microscope and Robert Boyle laid the foundations of analytical chemistry. But the medical profession in early America experienced retrogression rather than progress and the discoveries and advancement of Europe, limited though they were, were yet beyond the grasp of the American practitioner. The native physician's preparation invariably was merely an apprenticeship with an older doctor and a short reading course.

The physically active life which the physical educator today prescribes as the preventative of disease and preservative of health was a daily necessity among the first Americans and proved an ounce of prevention worth many pounds of the cures then available. This is a bit of lore that may be included in the traditions of the profession of physical education—a bit of lore that is no mere legend.

In that day there was no need and little time for athletic games merely as health building exercises. The plow, the broad-ax, traps, muskets with which the daily bread and meat, clothing and hearth fire were won provided incidental exercise that was health-giving. Games existed purely for recreational or social purposes and that they gained their foothold here solely for these purposes is a fact whose significance should be kept in mind by him whose livelihood depends upon games. We find the social element of play sufficient to sustain it in a day when its physical exercise was not needed.

(Part Two of Mr. Irwin's article will appear in the February Coach)

Every Player on Attack By NAT HOLMAN

(Continued from page 14)

on him, should keep his hands up to block a possible pass.

(3) Alertness is of especial significance on the defense, and a player should be on the lookout for a feint, a quick pivot, or an "up and under". He should never leave his feet in playing a shooter, and should never get too close to an offensive player.

(4) A defensive player should "keep out" his opponent, i.e., when an opponent takes a long shot and runs in to follow up, the defense man should take care to stay between his opponent and

Scholastic Coach

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the basket. It is not necessary to foul a man in order to keep ahead of him.

(5) After recovering a ball off the backboard, the player should dribble, if necessary, to one side of the court, and be ready to pass to a team-mate.

(6) A player in possession of the ball should be made to realize that held balls are to be avoided, but not at the expense of making a careless pass.

(7) On center tap, guards must watch for the opposition's guards-down play (see Diagram No. 5).

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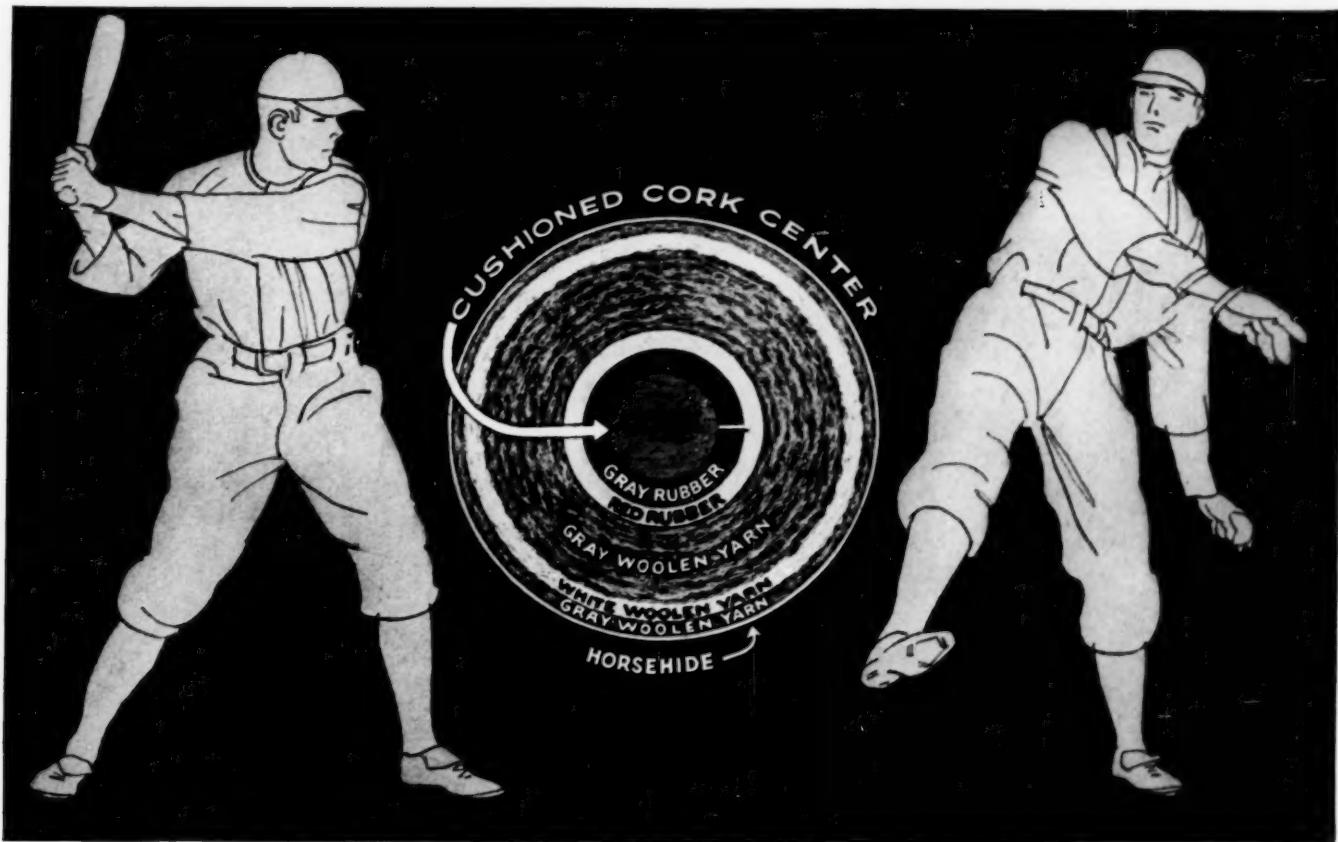
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